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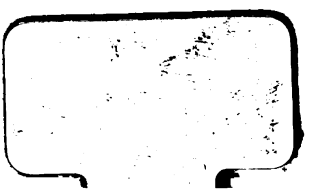


THE

CHILD'S FIRST GEOGRAPHY;

CONSISTING OF

Two Courses,

DIVIDED INTO APPROPRIATE LESSONS, WITH NUMEROUS EXERCISES ATTACHED TO EACH.

FOR THE USE OF

ELEMENTARY CLASSES.

BY R. HILEY,

AUTHOR OF

AN "ENGLISH GRAMMAR," "LATIN GRAMMAR," ETC.

LONDON:

LONGMAN, BROWN, GREEN, AND LONGMANS,

PATERNOSTER-ROW.

1848.

2017. f. 163

LONDON:
SPOTTISWOODE and SHAW,
New-street-Square.

ADVERTISEMENT.

THE Child's First Geography contains the first two Courses of the Author's larger treatise, entitled "Progressive Geography," and to which it is intended as an Introduction. The trifling cost at which it is published, may serve the twofold purpose of relieving parents from unnecessary expense, and of supplying a suitable Manual for Elementary Schools.

Leeds, June, 1848.

PROGRESSIVE GEOGRAPHY.

A few Rules for the Pronunciation of Foreign Words.

1. The vowel *i*, in foreign words, is frequently sounded like *ee*; as in Berbice.

2. *au* and *eau*, in *French* words, are sounded like *o*; as in Bordeaux (Bordo.)

3. *ei* is frequently sounded as long *i*; as in Leipsic, Weimer, &c. — *ie* is sounded as *ee*; as in Tangier.

4. *ou* is generally sounded as *oo*; as in Toulouse.

5. *ua* is generally sounded as *wa*; as in Guathmala.

6. *ch*, in *French* words, is sounded like *sh*; as in Cherbourg;—*ch*, in *German* and other foreign words, is sounded like *k*; as in Munich.

7. *sch*, in *German* words, is sounded like *sh*; as in Schwerin.

8. *d*, *s*, *t*, *x*, at the *end* of *French* words, is not sounded; except in words which are frequently used in English; as *Paris*, *Brest*, *Rheims*, *Arras*.

9. *gn*, in *French* and *Italian* words, has *g* silent; as in Boulogne.

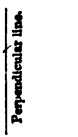
COURSE I.

ELEMENTARY GEOGRAPHY.

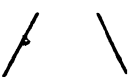
CHAPTER 1.—LINES, ANGLES, CIRCLES, &c.

Lesson 1.—1. A *Right* or *Straight* line, is a line drawn straight from one point to another; thus,

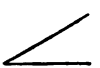
2. A straight line may be in any direction, up or down, or sideways. When it is level or even, from one side to another, it is called a *horizontal* line; when it is even, up and down, it is called a *perpendicular* or *vertical* line.



3. Straight lines may also be *oblique* or *diagonal*; thus,



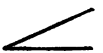
4. An oblique line rising from a horizontal line, forms what is called an *inclined plane*; thus,



5. When one line rises straight up from another, the corner which is made where the two lines touch, is called a *right angle*; thus,

Exercises. — What is a *right* or *straight* line? Draw one on your slate. What is a *horizontal* line? — a *perpendicular* line. Draw one of each. Describe an *oblique* or *diagonal* line; — an *inclined plane*; — a *right angle*. Draw these figures.

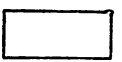
Lesson 2. — 6. If a line rises with a slope from a horizontal line, the corner where the lines join is called an *acute angle*; thus,



7. If the opening formed by two right lines is greater than that of a right angle, it is called an *obtuse angle*; thus,

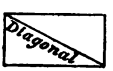
8. Four straight lines of equal length joining together, so as to make four right angles, form a *square* or *quadrangle*; thus,

9. If the lines on opposite sides be longer than the other two at the ends, an *oblong* or *parallelogram* is formed; thus,

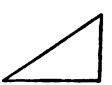


Exercises. — Describe an *acute angle*. Draw one. Describe an *obtuse angle*; — a *square* or *quadrangle*; — a *parallelogram*. Draw each of these. How does an acute differ from an obtuse angle? In what does a *square* agree with a *parallelogram*, and in what does it differ? Mention some objects that are square.

Lesson 3. — 10. A *Diagonal* is a right line joining the opposite angles of a four-sided or quadrilateral figure; thus,



11. When three straight lines join each other, they form a *triangle*; thus

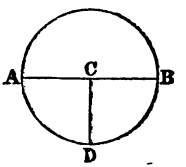


12. A *curved line* continually changes its direction between its extremities; thus,

13. *Parallel* lines always remain at the same distance from each other, however far they may be drawn out; thus,

Exercises. — Describe a *diagonal* line; — a *triangle*; — a *curved* line; — *parallel* lines. Draw each of these. How many triangles are formed by means of a diagonal line? How many right angles can be in a triangle? How many acute angles? Can two curved lines be parallel to each other? Show this.

Lesson 4. — 14. A *Circle* is a figure drawn perfectly round. The *Circumference* is the entire line forming the circle. The *Diameter* is a right line drawn *through* the centre, and terminating in the circumference on each side; as, A. B. The *Radius* of a circle is half the diameter, or it is a right line drawn *from* the centre *to* the circumference; as, C. D. A *Semicircle* is half of a circle. A *Quadrant* is the fourth part.



15. An *Ellipse* or *Oval* is a figure which is not perfectly round like a circle, but is drawn out on two opposite sides; thus,

Exercises. — Describe a *circle*; — the *circumference*; — the *diameter*; — the *radius*; — *semicircle*; — *quadrant*; — an *ellipse*. Draw these. How does an ellipse differ from a circle? How many right angles are in a semicircle?

CHAPTER II.—MAP OF THE TOWN,

WITH PRELIMINARY INFORMATION.

Lesson 5.—16. The Earth is a body resembling a globe or sphere. The surface of the Earth, with the proper distance and size of its parts, is best represented by an *artificial globe.* A half globe is called a *hemisphere.*

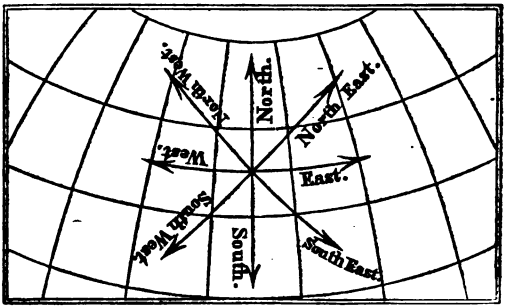
17. A *Map* is a representation of the Earth, or part of it, on a level or plane.

18. A *Chart* is a representation of the different oceans, seas, &c. for the use of Navigation.

19. There are four *cardinal points* of the compass,—North, East, South, West; marked N. E. S. W. The *East* is that part of the heavens in which the sun rises; and the *West*, that part in which it sets. When we stand with our right hand to the East, the West is on our left, the North before us, and the South behind us.

20. On a map or chart, the top is always *North*, the bottom *South*, the right hand the *East*, and the left the *West.*

21. Between the cardinal points, the four chief points are — North-East, South-East, North-West, South-West. These are marked N. E., S. E., N. W., S. W. The cardinal and the four chief intermediate points are seen in the following diagram.



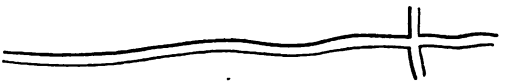
Points of the Compass.

Exercises. — What is the Earth? How is the surface of the Earth best represented? What is a hemisphere? — a map? — a chart? Mention the cardinal points. Where does the sun rise and set? On a map, which is the north—south—east—west? Which are the chief points between the cardinal points? Point them out. How are they marked?

Lesson 6.—22. The various parts of a country, or portions of the Earth, are named according to the points of the compass, the middle being called the interior, as in the figure below.

North-western part.	Northern part.	North-eastern part.
Western part.	Interior or Central part.	Eastern part.
South-western part.	Southern part.	South-eastern part.

23. A Road or Street is drawn, according to its direction, in this manner:



24. Rivers, and their branches, are represented on a map by small black lines, thickening according to the breadth of the river; thus,

25. The *course* of a river, is that point of the compass towards which the river runs, and which is sometimes denoted by an arrow; thus,

26. The course or *direction* of one place from another, is that point of the compass towards which it lies.

Exercises. — How are the various parts of a country named? Point them out. Draw the diagram. How is a road or street drawn? How are rivers drawn? What is meant by the *course* of a river? — the *direction* of one place from another?

Lesson 7. — *a.* Next, let the Teacher place before the pupil a map of the town in which he resides, and require him to point out the *courses* of the streets; the *size* of the houses; and the *extent* of the spaces between them.

b. Then, trace different *routes* from certain places, till this can be done very readily.

c. If possible, let the child trace on his slate a *plan* of the town.

CHAPTER III.—MAP OF THE COUNTY,

WITH PRELIMINARY INFORMATION.

Lesson 8.—27. The surface of the Earth consists of land and water.

28. A *Mountain* is a vast prominence on the surface of the earth, generally represented thus ▲. A *Hill* is a smaller prominence than a mountain. A *Mount* is, properly, the diminutive of mountain, as *hillock* is of *hill*; though *mount* sometimes stands for mountain; as, *Mount Taurus.*

29. A *Valley*, *Vale*, or *Dale*, is a tract of low ground, or land between two hills.

30. A *Pass* or *Defile* is a narrow *way* or *passage* between two hills or mountains.

31. A *Plain* is land that is *flat* and *even*, without any considerable eminence. When a *plain* is of considerable extent, it is denominated *Champaign.*

32. A *Forest* is a large tract of land covered with trees. A *Wood* is a small forest, as a *grove* or *thicket* is a small wood. *Coppice* is a small wood consisting of underwood, affording shelter to animals, chiefly game.

33. A *Park* is a spot of ground, generally woody, enclosed with walls or pales, in which are larger and smaller *plains*, called *lawns.*

34. *Pasture-land* is that which produces grass and herbage fit for nourishing animals. The *pasture-land* which is not enclosed, is usually called a *Common.* *Meadow* is grass land annually mown for hay.

Exercises. — *a.* Of what does the surface of the Earth consist? Define and point out on the map a mountain—hill—mount—hillock—valley, vale, or dale — pass or defile — plain — champaign — forest — wood—grove or thicket—coppice—park—lawns—pasture land—common—meadow. *b.* The teacher may next vary the questions; thus: What is a vast prominence on the earth called? — a smaller? Proceed in this manner through the definitions.

Lesson 9. — 35. A *River* is a considerable stream of inland water, running into the sea, or into a larger river; as, *The Thames.*

a. The vapours which rise from the ocean and land, fall again in dew, rain, and snow, producing springs and small streams. Many of these streams uniting, form larger streams or rivers, and these latter being carried into the sea, keep it in perpetual circulation.

b. Rivers take their rise amongst the mountains, or in high land. The place where they rise is called their *source;* that where they empty themselves into the sea, their *mouth.* The *right* or *left* bank of a river is that which is to the right or left of a person going from its source towards its mouth. The *upper* part of a river is that nearest its source; and the *lower*, that nearest its mouth.

c. A *Navigable River* is that on which vessels can sail A *Rivulet* is a small river; a *Brook* is smaller than a rivulet. A *Torrent* is a violent flux of water. The bottom of a river is called the *Bed;* the hollow in which it runs, is called its *Channel;* a place where two rivers meet, a *Conflux.* A *Cataract* is when a river falls over a precipice; if the quantity of water be small, it is called a *Cascade.* Rivers, and their branches, are represented, as before stated, on a map by small black lines, smallest at the source.

d. A *Bog* is a tract of country rendered impassable, from its being wet and soft. A *Swamp* is a spot covered with water, mostly muddy. A small swamp, produced by rain, is called a *Pool.*

Exercises. — What is a river? What is the origin of rivers? How is the sea kept in constant circulation? Whence do rivers take their rise? Which is their source — mouth — right bank — left bank — upper part — lower part? What is a navigable river — a rivulet — a brook — a torrent — the bed of a river — the channel — a conflux — a cataract — a cascade? How are rivers represented? What is a bog — a swamp — a pool? Next trace the course of the rivers, and point out the branches of each.

Lesson 10.—36. For the sake of government and the more easy administration of justice, a Country is divided into *Provinces* and *Counties*, or *Shires*.

A *Province* is that division of a Country which comprises several Counties.

A *County* or *Shire* in England is a district which includes many cities, towns, or villages. A *Diocese* is that district of a country which is under the government or jurisdiction of a Bishop.

Counties or *Shires* are subdivided into *Wapentakes*, *Ridings*, and *Hundreds*, and these into *Tithings* and *Parishes*.

A *Hundred* implies the division of a county, which, in the time of the Saxons, consisted of *ten* boroughs, each containing *ten* families.

Wapentake is a similar division to a *hundred*, and was so called from a meeting at which a hundred men, who were under their *earlderman*, assembled, and touched his or each other's *weapons*, in token of fidelity and allegiance.—*Riding* is a larger division than a hundred. Thus, Yorkshire is divided into three Ridings; namely, the *East*, *West*, and *North Riding*.—*Tithing* is a smaller division of a county, and formerly signified the same as a Borough consisting of ten families.

A *Parish* is a district of the country, having officers of its own, belonging to the same church, and under the care of a vicar or rector.

Exercises.—Why is a country divided into provinces, counties or shires? Define a province—county or shire—diocese—a hundred. Why was a district called a *hundred*? Explain a wapentake—a riding—tithing—parish. Point out these on the map.

Lesson 11.—37. A *City* is a large collection of houses forming the capital of a diocese, and containing a cathedral; as, *York*.

A *Cathedral* Church is that in which is a bishop's see or seat, and is the principal church of a diocese. A *Parochial* Church is that

which is instituted for administering divine service to the people dwelling within a certain district around it.

The largest city in the kingdom, where the king resides, is called the *Capital* or *Metropolis*; as, *London*. — A city in which many merchants reside, and in which much trade is carried on, is called a *Commercial City*; as, *Bristol*. — A *Town* is a large collection of houses where there is a market held, but which has no cathedral; as, *Leeds*. — A town in which much merchandise is produced is called a *Manufacturing Town*; as, *Leeds, Sheffield, Birmingham*. A town which sends burgesses or representatives to Parliament is called a *Borough*; as, *Leeds*. — A *Village* is a small collection of houses, generally with a church, but without any market. — A *Hamlet* is a smaller collection of houses than a village.

Exercises. — *Lesson* 11. — Define a city — a cathedral — a parochial church — the capital — a commercial city — a town — a manufacturing town — a borough — a village — a hamlet. Point these out on the map.

Lesson 12. — Let the pupil point out the principal and most noted towns in the county and mention how situated, — first, Whether north, south, east, or west of the map; and, secondly, With respect to *each other*.

Lesson 13. — Next, take journeys from one town to another, observe the villages and parks on the roads — what rivers are passed — and for what each town is noted. Let this be continued till the pupil is familiar with the routes to the different towns.

If possible, draw a map of the county.

CHAPTER IV. — MAP OF ENGLAND AND WALES,

WITH PRELIMINARY INFORMATION.

Lesson 14. — 38. A *Monarchy* signifies a country or dominion governed by a single person. — An *Empire* is the territory or dominion under the jurisdiction of an Emperor, being generally of vast extent, and composed of various people. — A *Kingdom* is generally more limited than an empire, consisting of one people speaking the same language. — A *Principality* is that territory or country whose sovereign has the title of Prince. — A *Duchy* or *Dukedom* is the dominion or territory held by a Duke. There are several *Dukedoms* in Germany and Italy. — A *County* is a district of a country formerly possessed by a *Count*. In England it is equivalent to *Shire*. — In Germany there are several other divisions of a country; as, a *Margraviate*, or the territory of a Marquis. — *Palatinate*, or the district on the borders of a country governed by a *Count Palatine*. — *Landgraviate* is the dominion subject to a *Landgrave* or judge of a province. — *Barony* is the territory of a Baron.

Exercises. — Define a monarchy — an empire — a kingdom — a principality — a duchy — a county — margraviate — palatinate — landgraviate — barony.

Lesson 15. — This Lesson must be occupied by the pupil in reading over the names of the Counties, Towns, and Rivers in England and Wales, till they can be read *with ease*.

Lesson 16. — 39. England contains *forty* counties or shires, and Wales *twelve*, making in all *fifty-two*; of which the following is a list, with their respective chief towns, and the rivers on which they are situated.

Northern Counties.

COUNTY.	CHIEF TOWN.	RIVER.
1. Northum'berland,	Newcastle, Aln-wick is the county town,	Tyne. Aine.
2. Cum'berland,	Car'lisle,	Eden.
3. Dur'ham,	Dur'ham,	Wear.
4. West'moreland,	Ap'pleby,	Eden.
5. Lan'cashire,	Lan'caster,	Lune.
6. York,	York,	Northern Ouse, (pr. *Ooz*).

Lesson 17.—*Counties on the borders of Wales.*

7. Ches'hire,	Ches'ter,	Dee.
8. Shrop'shire *or* Sal'op,	Shrews'bury,	Sev'ern.
9. Her'eford,	Her'eford,	Wye.
10. Mon'mouth,	Mon'mouth,	Wye.

Counties on the East.

11. Lin'coln,	Lin'coln,	Wi'tham.
12. Nor'folk,	Nor'wich (pr. *Norridge*),	Yare.
13. Suf'folk,	Ips'wich,	Or'well.
14. Es'sex,	Chelms'ford,	Chel'mer.

Lesson 18.—*Midland Counties.*

15. Der'by,	Der'by,	Der'went.
16. Not'tingham,	Not'tingham,	Trent.
17. Staf'ford,	Staf'ford,	Sow.
18. Leicester (pr. *Lester*),	Leicester (pr. *Lester*),	Soar.
19. Rut'land,	Oak'ham,	——
20. Worcester (pro. *Wooster*),	Worcester (pr. *Wooster*),	Sev'ern.
21. War'wick,	War'wick,	Avon.
22. Northamp'ton,	Northamp'ton,	Nen.
23. Hunt'ingdon,	Hunt'ingdon,	Great Ouse.
24. Cam'bridge,	Cam'bridge,	Cam.
25. Gloucester (pro. *Gloster*),	Gloucester (pr. *Gloster*)	Sev'ern.
26. Ox'ford,	Ox'ford,	Thames (pro. *Temz*).
27. Buck'ingham,	Buck'ingham,	Great Ouse.
28. Bed'ford,	Bed'ford,	Great Ouse.

	CHIEF TOWN.	RIVER.
29. Hert'ford (pro. *Harford*),	Hert'ford (pr. *Harford*),	Lea.
30. Mid'dlesex,	London,	Thames.

Lesson 19. — *Counties south of the Thames.*

31. Kent,	Can'terbury,	Stour.
32. Sur'rey,	Guild'ford,	Wey.
33. Sus'sex,	Chich'ester, Lewes is the county town,	Southern Ouse.
34. Berk'shire,	Read'ing (pr. *Redding*),	Thames.
35. Hamp'shire *or* Hants,	Win'chester,	It'chen.
36. Wilt'shire,	Salis'bury,	Avon.
37. Dor'set,	Dor'chester,	Frome.
38. Som'ersetshire,	Wells *or* Taunton,	——
39. Dev'on,	Ex'eter,	Exe.
40. Corn'wall,	Launceston (pr. *Lanston*),	Ta'mar.

Lesson 20. — WALES. *Counties in North Wales.*

1. Flint,	Flint,	Dee.
2. Den'bigh,	Den'bigh,	Clwyd.
3. Carnar'von,	Carnar'von,	——
4. An'glesea,	Beaumaris (pr. *Bomaris*),	——
5. Mer'ioneth,	Harlech, Bala,	——
6. Montgom'ery,	Montgom'ery,	Sev'ern.

Counties in South Wales.

7. Rad'nor,	Rad'nor, Presteign,	——
8. Car'digan,	Car'digan,	Tiv'y.
9. Pem'broke,	Pem'broke,	Milford-Haven.
10. Caermar'then,	Caermar'then,	Tow'y.
11. Breck'nock,	Brec'on,	Usk.
12. Glamor'gan,	Car'diff,	Taafe (pr. *Tâfe*).

Exercises adapted to the preceding Lessons.

Lesson 16 *a*. Commence by *pointing out* on the map the boundaries of the country itself, and *naming* the bays, gulfs, &c. *b*. Then mention the *boundaries* of each county. *c*. Next point out the towns, and the rivers on which they are situated. *d*. Then trace the *course* of the *rivers*, in the order of the table.

Lesson 17 *a*. Mention the boundaries of the counties given in the lesson.

b. Next point out the towns and the rivers on which they are situated.

c. Then trace the course of the rivers, in the order of the table.

Lesson 18. Proceed as in Lesson 17.

Lesson 19. Proceed as in Lesson 17.

Lesson 20. Proceed as in Lesson 17.

Lesson 21. Next, let the teacher name the *county*, and require the pupil to mention the *capital*, and the river on which it is situated, and *vice versâ*. This process may occupy two or three lessons.

Lesson 22. Then take various routes from distant towns, and mention *through* what counties and towns, and *over* what rivers and mountains you pass; and, if possible, let the route be described to the pupils by the teacher.

Note to the Teacher. It is recommended, that the previous lessons be carefully recapitulated till the pupil can answer them with ease.

COURSE II.

PROGRESSIVE GEOGRAPHY.

Lesson 1. — *The Nature of Geography.*

1. *Geography* is a description of the Earth: its form, magnitude, and connection with other bodies in the Universe; the various parts into which it is divided; their relations to each other; and the objects with which each is respectively filled.

1. *The Earth: its Form, Magnitude, and Motions.*

2. The *Earth* is one of those bodies called *Planets*, which constantly revolve round the sun, at different distances and in different periods, and derive light and heat from it.

The *Planets* or *Wanderers* are so called, from their continually changing their places, and returning at given periods in the same path.

3. The Earth is a body resembling a sphere or globe.

a. That the Earth is of a globular form is thus proved. When a ship goes out to sea, we first lose sight of the hull, then of the sails and lower rigging, and lastly, of the upper part of the masts. When, on the contrary, the ship is advancing towards the shore, the top-mast first appears in view, then the sails, and afterwards the hull: if the Earth were not spherical, the ship would gradually appear larger as it approached, and the hull, the largest part, would be first seen.

b. In an eclipse of the moon, when the moon's surface is darkened by the shadow of the Earth, the boundary of the shadow on the moon's disk is always circular.

c. Several navigators have sailed quite round the Earth (not indeed in an exact circle, the winding of the shores preventing them from sailing in a direct line), and arrived, by an opposite course, at the same port from which they commenced their voyage. There are convincing proofs of the spherical figure of the Earth.

Exercises adapted to Lesson 1.—What is Geography? What is the Earth? Round what do the planets revolve? Why are the planets so called? Of what shape is the Earth? Prove that it is of this shape. — Here let a small globe be exhibited. A diagram also would be useful to show the gradual appearance and disappearance of a ship.

Lesson 2.—4. The *Circumference* of the Earth or Globe is a line drawn round its surface, so as to divide it precisely into two equal parts or halves. These halves are called the two *hemispheres*, or half spheres; the words *sphere* and *globe* having the same meaning.

5. The *Centre* of the Earth is a point in the middle of it, so situated that lines drawn from it to any parts of the surface will be equal.

6. The *Diameter* of the Earth is a line drawn from two opposite points of its surface, and passing through its *centre*.

7. The Earth is 24,857 miles in *circumference*, and 7,912 miles in *diameter*.

8. The nearly circular path, which a planet describes round the sun, is called its *Orbit*; and the time in which it completes this revolution varies according to its distance. The Earth, which is 95 millions of miles from the sun, performs its revolution round it in 365 days, 5 hours, 48 minutes, and 48 seconds. This is called its *annual* revolution, and causes the difference in the length of the days and nights, and the various seasons. Besides this motion, the earth is constantly revolving on its own axis, and performs a complete revolution of this kind in twenty-four hours, called its *diurnal* motion. During this rotation of the earth from *west* to *east*, part of it is towards the sun and part of it turned from it; and this is what causes day and night.

a. The diurnal motion, which causes the apparent motion of the heavenly bodies from *east* to *west*, makes us imagine that the sun and stars, which are fixed, move round it. Hence we speak as if this were the case; thus, the sun is said to *rise*, to *set*, and to *culminate*, that is, to be in the meridian or at his greatest height.

Exercises adapted to Lesson 2. — Explain what is meant by the *circumference — hemisphere — centre — diameter*. What is the extent of the circumference of the earth? diameter? What is meant by *orbit*? Upon what does the time for completing this orbit depend? What is the distance of the earth from the sun? In what time does the

earth complete its revolution round the sun? State the effects of this annual revolution. What is meant by the Earth's *diurnal* motion? Does the Earth move from west to east, or east to west? What causes day and night? What induces us to say that the sun rises and sets? Explain the word *culminate*.

2. *The Planetary System.*

Lesson 3.—9. The *Sun* and the planets revolving round it, constitute the *Solar System.*

The *Sun* is an immense globe placed near the centre of this system, and dispensing light and heat to the planets that revolve around it. Its magnitude is nearly one million four hundred thousand times larger than that of the earth.

10. The planets are either *primary* or *secondary*. The primary planets revolve round the Sun only; the secondary planets revolve round other planets, as the moon round the earth; and by the motion of their primary planets are carried round the Sun also.

11. There are eleven primary planets, *Mercury, Venus,* the *Earth, Mars, Vesta, Juno, Ceres, Pallas, Jupiter, Saturn,* and *Uranus* or the *Georgium Sidus.* There are eighteen secondary planets, called also moons or satellites, of which the Earth has one; Jupiter, four; Saturn, seven; and Uranus, six. Saturn is also surrounded by two luminous rings.

a. Vesta, Juno, Ceres, and Pallas, are sometimes called Asteroids, from their smallness. They are situated between the orbits of Mars and Jupiter.

b. The Earth and the other planets are retained in their orbits by being always attracted towards the sun as their centre, and yet having a constant inclination to fly off from him. These two forces are called the *centripetal* and *centrifugal* forces.

c. The Moon has three motions; one, round the earth, in about four weeks, which causes the moon's apparent increase and decrease, and produces the eclipses of the sun and moon; another, round its own axis, in the same time; and a third round the sun, along with the earth, in a year.

Exercises adapted to Lesson 3. — What is the solar system? Describe the sun. How much larger is the sun than the earth? What

are primary and what secondary planets? Mention the primary planets, and the number of secondary planets which each has. Which are the Asteroids? How are the Earth and the other planets retained in their orbits? Which is the *centripetal* and which the *centrifugal* force? Describe the motions of the moon.

Lesson 4. — 12. *Comets* are luminous bodies which move round the sun in an *eccentric* manner, that is, the length of their orbit greatly exceeds its breadth. The number of comets belonging to the Solar System has not been ascertained, but the orbits of one hundred and thirty have been determined with tolerable precision; while the periodical return of two has been found to agree exactly with the calculation.

13. But the Solar System forms only a small part of the Universe. For, on every side of the Earth, we find a multitude of stars above us called *fixed* stars, because they do not perceptibly change their situation from age to age. About one thousand of these are visible to the eye in a clear night; but, by the use of telescopes, it has been discovered that there are millions. They are at an immense distance from us, and are supposed to be suns, enlightening other worlds.

The fixed stars have a *twinkling* appearance, and are thus distinguished from the planets, which shine with a steady light.

Exercises adapted to Lesson 4. — What are comets? What is here meant by *eccentric*? What is the number of comets? Does the Solar System comprise the whole of the Universe? What are the *fixed* stars? Why so called? How many of these are visible to the naked eye? How many have been discovered by telescopes? What is their distance from us?

3. *The Natural Divisions of the Earth.*

Lesson 5. — 14. The surface of the Earth presents the two grand divisions of *Land* and *Water*. About one-third is land, and two-thirds are water. The *Land* is divided into Continents, Countries, Islands, Peninsulas, Isthmuses, Promontories, Capes, Mountains, Volcanoes, Shores *or* Coasts, and Deserts.

The Land.

A *Continent* is a very great extent of land, containing many countries; as, the Eastern and Western Continents; the former including Europe, Asia, and Africa, and the latter, North and South America.

A *Country* is a smaller portion of land, distinguished by a particular name, people, and form of government.

An *Island* is land entirely surrounded by water; as, Great Britain, Ireland.

A *Peninsula* is land almost surrounded by water; as, the Morea in Greece.

An *Isthmus* is a neck of land uniting a peninsula to the main land; as, the Isthmus of Corinth.

A *Promontory* is a high land, jutting into the sea.

A *Cape* is the extremity of a promontory, or of a peninsula; as, Cape Horn, Cape Clear.

Naze, ness, head, and *point,* have nearly the same meaning as *Cape.*

Lesson 6.—A *Mountain* is a vast prominence on the surface of the Earth; as, the Alps.

Mountains sometimes occur single, but generally united, forming *chains* or *ridges* of various lengths and heights. Mountains are useful in supplying springs and streams, from the snow and vapours which collect on them at all seasons. They also serve to moderate the heat, so that without them many parts of the Earth would become barren, like the deserts of Africa.

A *Volcano* is a burning mountain, with an opening called a crater, from which fire or smoke continually rises.

Volcanoes, during their eruption, throw out melted stones or *lava,* which flows in a terrible stream of fire, destroying every thing in its way. Volcanoes, however, are useful in giving vent to the internal fires of the Earth, which might otherwise cause such earthquakes as to destroy whole countries. *Earthquakes* are sudden motions in some part of the Earth, frequently overthrowing houses and cities, and sometimes causing the ground to open and swallow them up.

A *Shore* or *Coast* is that land which borders on the sea.

A *Desert* is a barren tract of land, generally covered with sand.

1. The most remarkable desert in the world is Zahara, or the Great Desert in Africa, a vast plain of burning sand, 2000 or 3000 miles long, with fertile spots, called *oases*, scattered here and there in it, like islands in the ocean.

2. Sometimes immense plains are found covered with grass — in Asia called *Steppes*; in South America, *Pampas*; and in the United States of America, *Prairies*.

A few minor distinctions of certain portions of land are the following:—1. The *Downs*, on land, commonly signify a high open country, free from any trees, with hollow and rising places, and grazed by sheep. 2. The *Strand* is that part of the shore which is covered with the sea at high-water, and lies bare at the ebb. 3. *Sand-banks* are those heaps of sand under water of which some appear when the tide is out, and others never appear. They are sometimes denominated *shoals*, *flats*, or *shallows*, because in those places the sea is shallower than it is in any other part. 4. Where these banks have rocks mixed with the sands, they are commonly called *Shelves*. A similar assemblage of rocks is called a *Reef*.

The Water.

Lessons 7. and 8.—15. The *Water* consists of Oceans, Seas, Lakes, Gulfs *or* Bays, Channels, and Straits, with Creeks, Roads, Havens *or* Harbours, Friths *or* Estuaries, Sounds, and Rivers.

An *Ocean* is the largest extent of salt water; as, the Northern *or* Icy Ocean; the Western *or* Atlantic Ocean; the Pacific Ocean *or* Great South Sea; and the Indian Ocean.

The waters of the ocean, besides being the habitations of innumerable fish, and serving, as it were, as the highway from one part of the globe to another, tend to purify the air by their incessant motion; and the vapours which rise from them fall in rain and snow, to water the earth. They are nearly always of the same temperature; and the winds which blow from them cool the earth in summer, and warm it in winter. By perpetually circulating in currents, they carry the warm water of hot countries to cold ones, and bring back cold water to cool the warmer regions.

A *Sea* is a smaller portion of salt water than an ocean; as, the Irish Sea.

A *Lake* is a body of water entirely surrounded by land; as, the lakes of Ladoga and Onega.

A *Gulf* is a body of water almost surrounded by land; as, the Gulf of Venice.

A *Bay* is a portion of sea running into the land, but much wider than a gulf; as, the Bay of Biscay.

A *Strait* is a narrow passage of water uniting two seas; as, the Straits of Dover.

A *Channel* is a wider passage of water than a strait; as, St. George's Channel.

A *Creek* is a narrow branch of the sea, running up into the land.

A *Road* affords anchorage a little way off the land, with partial shelter from the winds.

A *Haven* or *Harbour* is a place where ships may lie in safety; as, Portsmouth Harbour, Milford Haven.

A *Frith* or *Estuary* is the widening of a river into an arm of the sea; as, the Frith of Forth, the Humber.

A *Sound* is a strait so shallow that it may be sounded; as, the Sound of Mull in Scotland.

A *River* is a considerable stream of inland water, running into the sea, or into a larger river; as, the Thames.

Rivers usually overflow their banks during the seasons of heavy rains, making the land near them very fertile. Some countries, like Egypt, which have no rain, are watered only by their rivers. Rivers are also useful in furnishing an abundance of fresh water, and in constantly supplying the ocean.

The navigation of rivers is often interrupted by *rapids* and *falls*.

Exercises adapted to Lesson 5. — What grand divisions does the surface of the Earth present? What is occupied by the land? — by the water? Mention the divisions of the land. What is a continent? Give examples and point them out. What is a country? point out one on the map. What is an island? Point out the examples. Explain the following, and point out the examples; a peninsula — an isthmus — a promontory — a cape — nase — ness — head — point.

Exercises adapted to Lesson 6. — Explain a mountain, and point out the example. How do mountains in general lie? Point out the utility of mountains. What is a volcano? Describe the effects and uses of volcanoes. What are earthquakes? What is a shore or coast? — a desert? Mention the most remarkable desert. What are *oases?* What are *steppes — pampas — prairies?* What is meant by *downs*, —the *strand — sand-banks — shoals — flats — shallows — shelves — a reef?*

Exercises adapted to Lessons 7 and 8 — Mention the divisions of the water. What is an ocean? Point out the oceans mentioned. Men-

tion the utility of oceans. Explain and point out the following; a sea — lake — gulf — bay — strait — channel — creek — road — haven — frith or harbour — estuary — sound — river. Describe the utility of rivers. How is their navigation interrupted?

4. *The Circles.*

Lesson 9.—16. The real figure of the Earth is best represented by an artificial *globe*, on the surface of which are traced a number of circles or lines, that the position of places might be more conveniently and accurately determined. These circles are either great or small.

17. A great circle divides the globe into two equal parts; a small circle into two unequal parts. Every circle is divided into 360 equal parts, called *degrees* (marked °); every degree into 60 geographical miles *or minutes* (marked ′); and every minute into 60 *seconds* (marked ″). The degrees vary in extent, according to the magnitude of the circles. On the great circles, a degree being the 360th part of the Earth's circumference, is equal to 60 geographical miles, or about $69\frac{1}{10}$ English miles.

The wire on which an artificial globe turns, is called its *axis*; the ends of this axis are the *poles*; the one is called the *north* or *arctic* pole, because it always points to a star in the constellation *Arctos* or the *Bear*; and the other, the *south* or *antarctic* pole.

Of the great circles, the most remarkable are the *Equator*, the *Ecliptic*, the *Meridian*, and the *Horizon*.

18. The *Equator* is a circle round the globe, which divides it into the northern and southern hemispheres, each point of which is equally distant from the poles.

The Equator is likewise called the *Equinoctial Line*, or by way of eminence, the *Line*, because, when the sun appears to move over it, the days and nights all over the earth are of an equal length. This happens twice a year, about the 21st of March, which is therefore called the *Vernal Equinox*; and about the 23rd of September, called the *Autumnal Equinox*.

19. The *Ecliptic* is a circle which cuts the equator obliquely at two opposite points, and represents the sun's apparent path in the heavens.

The Ecliptic passes through the middle of a broad circle or belt in the heavens, which is called the *Zodiac*, because the constellations, or clusters of stars, through which the sun passes at the different seasons of the year, were supposed by the ancients to resemble certain *animals*.

Lesson 10.—20. A *Meridian* is a great circle passing through the poles, and every place on the Earth has its meridian. Thus, a circle drawn through London, and passing through the poles, is the meridian of London; a circle drawn through Edinburgh, or Paris, or Madrid, and passing through the poles, is the meridian of Edinburgh, of Paris, of Madrid.

21. The *Horizon* is either *Rational* or *Sensible*. If, placed at the centre of the globe, we could take within our view one-half of the heavenly sphere, a large circle would appear to cut the globe into two equal parts, and that circle would be the *Rational Horizon*. The *Sensible Horizon* is the circle that bounds our view, where the earth and sky appear to meet.

That is the *Rational Horizon* which is represented by the broad wooden circle on the terrestrial globe.

22. The *Meridian* from which we calculate the distance of places *east* or *west*, is called the *first Meridian*; and that distance is the *Longitude* of a place. The degrees of longitude diminish in length as they advance towards the poles.

23. The *Latitude* of a place is its distance *north* or *south* from the equator. *Parallels* of latitude are small circles parallel to the equator, and diminishing in size as they approach the poles. Of these parallels, the most remarkable are the *Polar* or the *Arctic* and *Antarctic* Circles, the *Tropic* of *Cancer*, and the *Tropic* of *Capricorn*. The Arctic Circle is 23½ degrees from the north pole; the Antarctic Circle is 23½ degrees from the south pole; the Tropic of Cancer is 23½ degrees north of the equator; the Tropic of Capricorn is 23½ degrees south of the equator.

The *Tropics* are so called, because when the sun arrives at either of them, he is said to turn back to the other. The sun arrives at the Tropic of Cancer on the 21st of June, which is called by us the *summer solstice;* when those who live north of this tropic have the longest day and the shortest night, and those south of the equator the contrary. The sun arrives at the Tropic of Capricorn on the 21st of December, which is our *winter solstice.*

Lesson 11.—24. The Earth is divided into five *Zones.* The space round the globe between the two tropics is called the *Torrid Zone,* on account of its heat; between the tropics and the polar circles, the two *Temperate Zones;* and between the polar circles and the poles, the two *Frigid Zones.*

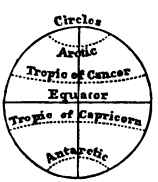
a. The sun is never vertical to any places which are more than 23° 28′ north or south of the equator; but within the tropics, it is vertical twice every year. The *Torrid Zone,* generally, has only two seasons; the wet in winter, when the rains are constant, and the dry in summer, when rain is unknown. Some parts, however, have two of each in a year. During some parts of the year, the climate is the most delightful on earth; at other times, the heat is distressing, and the water often scarce. This zone also is subject to the most violent diseases; and to storms and hurricanes, which destroy almost every thing within their reach. In this region are found the finest fruits and vegetables, the largest and loftiest trees covered with perpetual verdure; spices, gums, aromatic plants, with coffee, tea, the sugar cane, &c. Here also are the largest and most savage animals, and the most venomous serpents and insects. The natives are chiefly black or dark coloured, being generally indolent and effeminate in their habits, violent in their passions, and seldom distinguished for enterprise or learning.

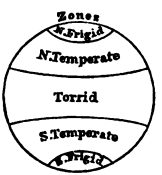
b. The Frigid Zones. On that day when the sun is vertical to places under the tropic, it shines 23° 28′ beyond one pole, causing 24 hours' day to all places within that distance from the pole. At the same time, the sun leaves all places within 23° 28′ of the other pole, 24 hours in darkness. Circles are, therefore, drawn 23° 28′ from each pole, called *polar circles.* The rays of the sun fall most obliquely on those parts of the earth which lie within these circles, and the nights of winter are there from 24 hours to 6 months in length. Hence the regions within the polar circles are the coldest parts of the earth, and are properly termed the *Frigid Zones.* These zones are chiefly covered with ice, having only two seasons, a long winter of extreme cold, and a short summer of great heat, without spring or autumn. In these zones, there are no fruits or large trees, and few plants fit for food, except some kinds of moss. None but the most hardy animals, as the bear, rein-deer, &c. can live in them. The few inhabitants are dwarfish, with dark complexions, and little intelligence.

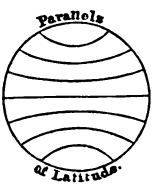
c. The two Temperate Zones lie between the tropics and polar circles, and have four seasons — spring, summer, autumn, and winter. They are, in general, free from the extremes of heat and cold, and enjoy a more pleasant and healthful climate than any other parts of the earth. The parts bordering on the Torrid and Frigid Zones, however, are nearly similar to these zones in climate and productions.

The warm regions of the temperate zones produce rice, cotton, vines, olives, oranges, figs, and many fine fruits and aromatic plants. The middle and colder regions produce apples, pears, nuts, and similar fruits, with wheat and other grain, various excellent vegetables, and fine forest trees. Hardy and useful animals abound in these zones, much more than those which are venomous and dangerous. The inhabitants of the Temperate Zones are generally white, or have light complexions. They have generally more strength of body and mind than those of the Torrid and Frigid Zones, and have been more distinguished for industry, enterprise, and learning.

Lesson 12.—25. Besides the Artificial Globe, the Earth, as before stated, is represented by Maps, which exhibit the whole, or some part of its surface, delineated on a plane. *Latitude* is denoted by lines running across the map, and expressed by figures at the sides. If the figures increase upwards, the latitude is north; if they increase downwards, it is south. *Longitude* is denoted by lines running from the top to the bottom, and expressed by figures at the top and bottom. When the figures increase from the left to the right, the longitude is *east;* but when they increase from right to left, the longitude is *west.* The longitude cannot be more than 180 degrees, nor the latitude more than 90.







Exercises adapted to Lesson 9.—How is the real figure of the Earth best represented? For what purpose are lines traced on the surface of the globe? What is a great circle?—a small circle? How is every circle divided? Read 47° 13′ 20″; 15° 30′ 42″. How do the degrees vary? What is the extent of a degree on one of the great circles? Which is the *axis* of the Earth? Which are the poles? Why is the North Pole called *arctic?* Point out the poles. Mention the most remarkable of the great circles. Describe the *Equator*. Why is the equator called the *Line?* When are the days and nights of equal length over the world? When do the vernal and autumnal equinoxes take place? Describe the *Ecliptic*. What is the *Zodiac*, and why so called? Point out the equator and ecliptic.

Exercises adapted to Lesson 10.—What is a *Meridian?* What is the meridian of London? &c. Describe the *Rational Horizon*, the *Sensible Horizon*. What is the first meridian? What is the longitude of a place? How do the degrees of longitude diminish in length? Explain this. What is *Latitude? Parallels* of latitude? Point out the parallels of latitude. Mention the most remarkable parallels. How far are the Arctic and Antarctic Circles from the poles?—the tropics from the equator? Why are the tropics so called? When do the summer and winter solstices take place?

Exercises adapted to Lesson 11.—Mention the *Zones* into which the Earth is divided. What space is occupied by the Torrid Zone, the Temperate Zones, the Frigid Zones? Point out the Zones. To what places is the sun vertical? How many seasons has the *Torrid* Zone? Describe them and their effects. To what is this zone subject? With what does it abound? Describe the natives. When is the day 24 hours long in the Frigid Zones? What is the consequence of this to the other regions? Where do the rays of the sun fall most obliquely? What is the consequence of this? Describe these regions, their fruits, animals, inhabitants. Where do the *Temperate* Zones lie? How many seasons have they? What kind of a climate? Describe the parts near the Torrid Zone. What do the warm regions of the Temperate Zones produce? The middle and colder regions? Describe the animals, the inhabitants.

Exercises adapted to Lesson 12.—How is the Earth represented on maps? How are latitude and longitude denoted? Find the latitude and longitude of London, Edinburgh, Dublin, Madrid, Paris, Brussels, Lisbon, Berlin, Berne.

Draw the diagram of circles and point out each, the diagram of zones and point out each zone, the diagram of parallels of latitude, the diagram of meridians.

5. *Climates, the Seasons, Days and Nights.*

Lesson 13.—26. *The Climates.* *a.* From what has been said respecting the Zones, we learn that the parts of the Earth around the poles are the coldest, and those near the Equator, in general, the warmest; the cold *increasing* as we approach the poles. Between the Equator and 35° of latitude, the climate, except in the hilly re-

gions, is very hot; between 35° and 45°, it is generally considered the most pleasant in the world; between 45° and 65°, there is much more cold than heat; between 65° and 90°, intense cold prevails for the greater part of the year.

b. As we rise above the level of the sea, the cold increases.

At the height of little more than three miles, snow and ice never melt, even under the Equator; and in 45° of latitude, perpetual snow begins at the height of a mile and a half. Hence the high and mountainous parts of the Earth are always cool, even in hot regions.

c. The heat or cold of the sea is never so great as that of the land. Hence islands, and most countries near the sea, are cooler in summer, and warmer in winter, than places inland in the same latitude.

Countries covered with woods or forests are usually much cooler in summer, than those which are open and cultivated.

Lesson 14.—27. *The Seasons.* *a.* The North Pole of the Earth always points towards the *North Star* in the heavens, and its axis is inclined to the Ecliptic, as represented in the subjoined figure. Hence, as the Earth moves round the sun, the North Pole is sometimes towards the sun, and sometimes turned from it.

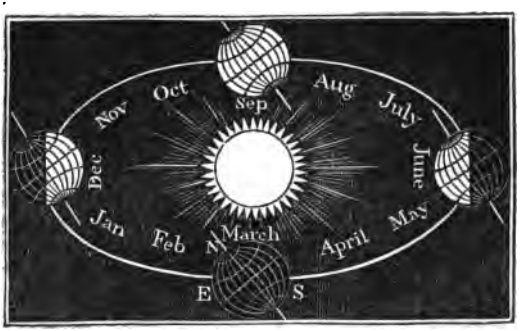
b. The Sun heats those parts of the Earth most which are most directly exposed to its rays, as a fire heats those things most which are directly before it; whilst the countries farthest from these rays, receive only a small portion of heat. This causes the variety of seasons in different portions of the Earth.

c. During one half of the year, from the 20th of March to the 23rd of September, the North Pole is toward the sun, and the South Pole is turned from it. The sun is then most directly over the Northern Hemisphere, when it is *summer* there, and *winter* in the Southern Hemisphere.

d During the other half of the year, from the 23rd of September to the 20th of March, the Southern Hemisphere is towards the sun, and thus has *summer*, when it is *winter* in the Northern Hemisphere. Hence the Northern and Southern Hemispheres have always opposite seasons.

e. As the North Pole is most turned towards the sun in the middle of Summer, and the South Pole in the middle of Winter, this difference will diminish during the intermediate periods. In the middle of Spring and the middle of Autumn, the two poles will be *equally* distant from the sun, whose rays will then fall directly on the Equator; so, that day and night will be equal length in all parts of the world. The periods when this happens, as before stated, are called the *vernal* and *autumnal Equinoxes.*

The Seasons.



The Earth in its Orbit.

Lesson 15.—28. *Days and Nights.* *a.* As the Earth turns on its axis in twenty-four hours, all parts of

Earth have alternately day and night, but not of equal length. At places under the Equator, the days are always equal, or twelve hours each, and the Sun rises and sets at six o'clock the whole year round. On the 20th of March and the 23rd of September, when the Sun is directly over the Equator, it enlightens half of each hemisphere, and the days and nights are equal in all parts of the world. These periods are, therefore, called *Equinoxes.*

b. From the 20th of March to the 23rd of September, or in our summer, the Sun shines continually at the North Pole, causing six months day at that pole, and leaves the South Pole six months in darkness. Every place in the Northern Hemisphere is also more than twelve hours in the light during our summer; and every place in the Southern Hemisphere, less than twelve hours.

c. But from September to March, or in our winter, the North Pole has continual night, and the South Pole continual day. At the same time the Southern Hemisphere has days of more than twelve hours, while our days are shorter. It is in this way that the long days of summer and the short days of winter are caused.

d. From the Equator to the Polar Circles, the days increase as the latitude increases. At these circles, the longest day is twenty-four hours, the longest night the same. From the Polar Circles to the Poles the days lengthen into weeks and months, so that at the poles there is but one day and one night in the year. In latitude 67°, the longest day is one month; in 70°, two months; in 80°, four months, and at the poles six months.

As the Earth moves, from west to east, the whole 360 degrees in twenty-four hours, it moves, in that direction, 15 degrees in one hour. If the sun, therefore, rise at a certain hour at a given place, it will rise one hour earlier at a place 15 degrees farther east, or one hour

later at a place 15 degrees farther west; because the one place will reach the verge of the illuminated hemisphere one hour earlier, and the other one hour later, than the given place.

Exercises adapted to Lesson 13.—Which parts of the Earth are coldest?—which warmest? When does the cold increase? Between what degrees is the climate very hot?—very pleasant?—possessing more cold than heat? Where is the cold intense? Where does the snow never melt? Which parts are always cool? What difference in temperature is there between the sea and the land? What temperature have islands?—countries covered with woods?

Exercises adapted to Lesson 14.—To what does the North Pole of the Earth always point? How is its axis inclined? What results from this? What parts does the sun heat most?—which does it warm least? When is it summer in the northern hemisphere, and when winter?—when in the southern? When is it *midsummer* in the northern hemisphere?—when *midwinter?*—when in the southern? When are the poles equally distant from the sun? When do the equinoxes occur? Illustrate these.

Exercises adapted to Lesson 15.—What causes day and night? Where are the days always twelve hours? When does the sun rise and set in these places? When does the sun enlighten half of each hemisphere? When has the North Pole six months' light?—when six months' darkness? Mention the gradual increase and decrease of the days in different parts of the world throughout the year? Give the rule for finding the difference of time between one place and another. When it is twelve at noon in London, what will be the hour of a place 30° east?—30° west?—40° east?—60° west? &c.

THE WORLD.

Lesson 16.—28. The Earth is divided into two Hemispheres; the Eastern, comprising the continents of Europe, Asia, and Africa; and the Western, containing North and South America.

a The *Surface* of the Earth contains about 196 millions of square miles: above two-thirds of which are occupied by water.
b. The *Natural* boundaries of the Earth are oceans, seas, rivers, mountains.— *Civil* or *political* boundaries are the arbitrary and changeable limits of adjacent states or kingdoms, depending on political and military events.

29. The habitable parts of the Earth are calculated at 50 millions of square miles; of which Europe contains 3,700,000; Asia, about 20 millions; Africa, 11 millions; and America, 15 millions. The population of Europe is about 233 millions; of Asia, probably 460 millions; that of Africa is very uncertain, but may perhaps be reckoned at 70 millions; North America may contain 29 millions; South America, 14 millions. This will make the number of inhabitants in the whole world amount to 806 millions.

30. *Europe* is the smallest division of the Earth, but noted for its learning, politeness, government, and laws; for the fertility of its soil, and the temperature of its climate.

31. In *Asia*, the human race was first planted; and it was here the most remarkable transactions occurred that are recorded in Scripture History.

32. *Africa* has always been in a state of barbarism, if we except the Egyptians, those ancient fathers of learning; and Carthage, once the rival of the Roman Empire.

33. *America*, frequently called the *New World*, was discovered by Columbus in 1492. Many of its nations are rapidly progressing in arts and civilisation.

Exercises.— How is the Earth divided? What does each of these divisions contain? How many square miles does the surface of the Earth contain? What portion is occupied by land?—by water? What are *natural* boundaries?—*civil* and *political* boundaries? How many square miles do the habitable parts occupy?—Europe?—Asia?—Africa?—America?—What is the population o Europe?—Asia?—Africa?—N. America?—S. America?—the whole world? Describe Europe, Asia, Africa, America.

b. Point out on the map the boundaries of *each quarter*. How does Europe lie with respect to Asia? that is, does it lie to the north, south, east or west?—Asia, with respect to Europe?—Europe, with respect to America?—Africa, with respect to Asia, Europe, and America?

Lesson 17. *Exercises on the Map.*—*a.* What countries lie between the Arctic Circles and the Poles?—between the Arctic Circle and the Tropic of Cancer?—between the Tropic of Cancer and the Tropic of Capricorn?—between the Tropic of Capricorn and the Antarctic Circle.

b. Is there more land in the old or in the new world? Is there more land in the northern or southern hemisphere? Is Europe, Asia, or Africa, the largest division? How does Great Britain lie with respect to Europe? How does Japan lie with respect to Asia? Name the oceans and principal seas in the world. Between what continents does the Atlantic flow? What ocean lies to the south of Asia, and what to the east? What ocean flows between Asia and America? What ocean surrounds the north pole, and what the south?

Lesson 18. *Exercises on the Map.*—*a.* What countries are washed by the Baltic?—by the Mediterranean?—by the Black Sea?—by the Arabian Sea?—by the Bay of Bengal? Were you to sail *from* the N. of Asia quite round Europe and Africa, to Asia again, mention through what seas you would pass. Commence at Greenland, and mention through what seas you would pass to arrive at the same place.

b. Mention the islands in the Atlantic, in the Pacific, in the Indian ocean. How many degrees is the equator from each pole? What distance are the tropics from the equator?

c. Find the latitude and longitude of London, Rome, Constantinople, Calcutta, Pekin, Washington, Grand Cairo, Petersburg.

EUROPE.

Lessons 19, 20, 21.—34. *Length*, from the Rock of Lisbon to the Ural Mountains, nearly 3,400 miles; and the *breadth* from North Cape to Cape Matapan, 2,400 miles; *Superficial Area*, 3,700,000 square miles; *Population*, 233 millions.

35. *Boundaries.* — On the *North*, by the Northern Ocean; *East*, by the Caspian Sea and Asia; *South*, by the Mediterranean, Archipelago, the Sea of Marmora, the Black Sea, and Mount Caucacus; *West*, by the Atlantic.

36. *Countries.*	*Capitals.*	*Name of the Inhabitants.*
1. British Empire, comprising		
1. Eng'land,	Lon'don,	English.
2. Scot'land,	Ed'inburgh,	Scots *or* Scotch.
3. Ire'land,	Dub'lin,	Irish.
2. Kingdom of Sweden and Norway, namely		
1. Swe'den,	Stock'holm,	Swedes.
2. Nor'way,	Christia'na,	Norwe'gians.
3. Den'mark,	Copenha'gen,	Danes.
4. Hol'land,	Am'sterdam,	Dutch.
5. Bel'gium,	Brus'sels,	Belgians.
6. France,	Par'is,	French.
7. Spain,	Madrid,	Spaniards.
8. Por'tugal,	Lis'bon,	Portugue'se.
9. Swit'zerland,	Berne,	Swiss.
10. It'aly (people called *Italians*), comprises		
1. Kingdom of Sardin'ia,	Turin.	
2. Austrian Italy,	Ven'ice, Mil'an, Man'tua.	
3. Duchy of Par'ma,	Par'ma.	
4. Duchies of Mod'ena and Mas'sa,	Mod'ena, Mas'sa.	
5. Duchy of Luc'ca,	Luc'ca.	
6. Principality of Mon'aco,	Mon'aco.	
7. Republic of San Mari'no,	San Mari'no.	
8. Grand Duchy of Tus'cany,	Flor'ence.	
9. States of the Church.	Rome.	
0. Kingdom of Na'ples,	Na'ples.	

Countries.	*Capitals.*	*Names of the Inhabitants.*
11. Tur'key,	Constantino'ple,	Turks.
12. Greece,	Ath'ens,	Greeks.
13. Rus'sia,	Pe'tersburg,	Rus'sians.
14. Prus'sia,	Ber'lin,	Prus'sians.
15. Aus'tria,	Vien'na,	Aus'trians.
16. Germany (as an entire country),	Frankfort on the Maine,	Germans.
Germany comprises the following States,—		
1. Kingdom of Bava'ria,	Mu'nich,	Bavarians.
2. Kingdom of Wir'temberg,	Stutt'gard,	Wirtembergers.
3. Kingdom of Han'over,	Han'over,	Hanove'rians.
4. Kingdom of Sax'ony,	Dres'den,	Saxons.
5. Grand Duchy of Ba'den and several smaller States.	Carlsru'he,	Badenese.

Chief Islands.

Lesson 22.—37. In the *Atlantic* Ocean, near the North of Europe, are Iceland and the Ferro Isles, belonging to Denmark; more southerly are Great Britain and Ireland, to which belong the Shetland Isles, the Ork'neys, the Heb'rides *or* the Western Isles, the Isles of Man, An'glesea, Scilly, Wight, Jer'sey, Guern'sey, Al'derney, and Sark.

In the *Baltic* are, Funen' and Ze'aland, Fal'ster, Lang'land, Fem'eren, La'land, Mo'en, Born'holm, &c. belonging to Denmark;—O'eland and Got'land, to Swe'den;—Ru'gen, to Prus'sia;— Da'go, Oe'sel, and Aland, to Rus'sia.

In the *Bay* of *Biscay* are, U'shant Isles, Belleisle, Isles of Rhè and Oleron', belonging to France.

In the *Mediterra'nean* are, Iviça, Major'ca, Minor'ca, belonging to Spain;—Cor'sica, to France;—Sardin'ia, forming part of the kingdom of Sardinia;—Elba, to Tuscany;—Sicily and Lip'ari Islands, to Naples;—Malta and Gozo, to England. In the *Adriatic* Sea *or* Gulf of Venice are the Dalmatian Isles, belonging to Austria. South of the Adriatic are the Ionian Isles.

namely, Corfu, Cerígo, Zante, Cephalónia, Santa Maura, Thiaki *or* Ithaca, and Paxo, which are under the protection of the *English.* To the south, Candia, now belonging to the *Pashalic of Egypt;*—Rhodes and Cyprus, in the *Levant* Sea, belonging to *Turkey;*—Negropont, Mitylene, Scio, Samos, Cos, &c. in the Archipélago, belonging to *Greece.*

Peninsulas, Isthmuses, Capes, Mountains.

Lesson 23.—38. PENINSULAS. Jutland in Denmark;—Spain and Portugal;—Moréa in Greece;—and Criméa south of Russia.

39. ISTHMUSES.—The Isthmuses are those of Cor'inth and Précop; the former joins the Moréa, and the latter the Criméa.

40. CAPES.—North Cape of Lapland;—Naze, south of Norway;—Spurn Head, north of the Humber;—Lizard Point and Land's End in Cornwall;—Cape Clear, south of Ireland;—Cape la Hogue, north-west of France;—Capes Or'tegal and Fin'ister're, north-west of Spain;—Cape St. Vincent, south-west of Portugal;—Cape Passáro, south of Sicily;—Spartiven'to and Di Leuca, south of Italy;—and Cape Mat'apan, south of the Moréa in Greece.

41. MOUNTAINS.—*Dofrine* or *Dovréfeld* Mountains, between Norway and Sweden;—*Ural* Mountains, to the north-east of Russia;—*Pyrenées,* between France and Spain;—*Carpáthian* Mountains, between Poland and Hungary;—*Hœmus* or *Balkan,* in Turkey. The *Alps* surround the north of Italy. The *Ap'ennines* run down Italy;—*Mont Blanc,* in Savoy';—*St. Gothard* and *Great St. Bernard,* in Switzerland. The Volcanic Mountains are, *Vesúvius,* near Naples;—*Et'na,* in Sicily;—and *Hec'la,* in Iceland.

Oceans, Seas, Gulfs, Straits, Lakes, and Rivers.

Lesson 24.—42. OCEANS, SEAS, GULFS.—The Atlantic or Western Ocean, and the Arctic *or* Frozen Ocean;—the *White Sea*, in the north of Russia;—*Skag'er Rack*, north of Denmark;—*Cat'tegat*, between Denmark and Sweden;—*Baltic*, between Sweden, Russia, and Prussia;—Gulfs of *Riga*, *Finland*, and *Both'nia*, arms of the Baltic;—*North Sea* or *German Ocean*, between Great Britain and the Continent;—*St. George's Channel* and *Irish Sea*, between Great Britain and Ireland;—*English Channel*, between England and France;—*Bay of Bis'cay*, on the West of France;—*Mediterra'nean Sea*, between Europe and Africa;—*Gulf of Lyons*, in the south of France;—*Gulf of Gen'oa*, in the north-west of Italy;—*Gulf of Taran'to*, in the south of Italy;—*Adriatic Sea* or *Gulf of Venice*, between Italy and Turkey;—*Archipel'ago*, between Greece and Turkey in Asia;—the *Levant*, forming the eastern part of the Mediterranean;—the *Sea of Mar'mora*, between Turkey in Europe and Turkey in Asia;—*Black Sea*, between Russia and Turkey in Asia;—*Sea of Azof*, in the south of Russia.

Lesson 25.—43. STRAITS.—*Straits of Waigatz*, between Russia and Nova Zembla;—the *Sound*, between Sweden and Zealand;—*Great Belt*, between Zealand and Funen;—*Little Belt*, between Funen and Jutland;—*Straits of Dover*, joining the German Ocean and the English Channel; *Straits of Gibral'tar*, joining the Atlantic and the Mediterranean; *Straits of Bonifácio*, between Corsica and Sardinia;—*Straits of Messina*, between Italy and Sicily;—*Hel'lespont* or *Dardanell'es*, joining the Archipelago and the Sea of Marmora;—*Straits of Constantinople*, joining the Sea of Marmora and the Black Sea;—*Straits of Caf'fa* or *Enik'ale*, joining the Black Sea and the Sea of Azof.

44. LAKES.—Lakes *Ládoga* and *Onéga*, in Russia;—Lakes *Wen'ner* and *Wet'ter*, in Sweden;—and Lakes *Genéva* and *Constance*, in Switzerland.

45. RIVERS.—The *Thames* and *Severn*, in England;—the *Forth* and *Tay*, in Scotland;—the *Shannon*, in Ireland;—the *Elbe*, in Germany;—the *Vistula*, in Poland and Prussia;—the *Wolga* and *Don*, in Russia;—the *Rhine*, between France and Germany;—the *Seine*, *Rhone*, *Loire*, and *Garon'ne*, in France;—the *Tágus*, in Spain and Portugal;—the *Po* and *Tíber*, in Italy;—and the *Dan'ube*, which flows through Germany, Hungary, and Turkey, into the Black Sea.

Exercises.

Exercises adapted to Lesson 19.—*a. Draw* the map of Europe, inserting the Countries and Capitals.

b. Read the whole summary two or three times, particularly attending to the just pronunciation of the words.

Exercises adapted to Lesson 20.—*a.* Complete *drawing* the map.

b. Repeat the *Length*, &c., *Boundaries*, *Countries*, and *Capitals* of the Quarter given in Lessons 19, 20, 21.

c. Point out the *boundaries* of the quarter. Then go round the *coast* and mention all the seas and straits through which you must pass. Repeat and reverse this operation, till it can be done backwards and forwards with the greatest ease.

d. Next, point out the *boundaries* of each *country*, till they can be pointed out rapidly *on the map*, either from east to west, or from west to east. Afterwards, tell the Boundaries without Map, or on a *Blank Map*.

Exercises adapted to Lesson 21.—*a.* Again *repeat* the *Countries*, *Capitals*, and the name of the *Inhabitants*.

b. Point out on the map, the *Latitude* and *Longitude* of several of the Capitals.

c. Mention the *capital* of Norway, Sweden, Portugal, France, England, Ireland, Spain, Turkey, Austria, Denmark, Holland, Belgium, Prussia, Russia, Bavaria, Kingdom of Sardinia, Wirtemberg, Scotland, Switzerland, Saxony, Hanover, States of the Church.

d. Mention of what *country* the following cities are the capitals:—Dublin, Christiana, Petersburgh, Stockholm, Copenhagen, Warsaw, Edinburgh, London, Berlin, Constantinople, Amsterdam, Naples, Brussels, Rome, Florence, Lucca, Modena, Carlsruhe, Paris, Massa, Parma, Munich, Stutgard, Dresden, Vienna, Madrid, Berne, Lisbon, Venice, Turin, Milan, Mantua?

Exercises adapted to Lesson 22. — *Repeat* the chief Islands. Mention in what sea they lie. Show how they are situated with respect to some country. Show to what country they belong. Mention the islands belonging to *Denmark*, to *England*, to *Russia*, to *Sweden*, to *France*, to *Egypt*, to *Turkey*, to *Greece*. Mention the islands in the Baltic, in the Atlantic, in the Mediterranean, in the Bay of Biscay. Where are Anglesea, Rhodes, Negropont, Belleisle, Corsica, Elba, Jersey, Ionian Islands? &c.

Exercises adapted to Lesson 23. — *a*. Repeat the *Peninsulas*. Point them out on the map. Show in what way they are peninsulas. Where is the Morĕa, the Criméa?

b. Repeat the *Isthmuses*; point them out; and show what countries they connect. What isthmus joins the Morĕa? What the Criméa?

c. Repeat the *Capes*, commence at the north and point them out in the order of their occurrence on the map. Where is North Cape? Naze, Spurn Head, Lizard Point, Land's End, Cape Clear, Cape la Hogue, Ortegal, Finisterre, St. Vincent, Passáro, Spartivento, Di Leuca, Matapan? What cape lies to the north of Lapland? to the south of Ireland? to the north west of France? to the south of Sicily? &c.

d. Repeat the *Mountains*, point them out on the map, and trace their course. Where are the Dofrine Mountains, Ural Mountains, the Pyrenees, the Carpathian, Haemus or Balkan, the Alps, the Apennines, St. Gothard, St. Bernard? What mountains lie between Norway and Sweden? between France and Spain? between Poland and Hungary? in Turkey? &c. Mention the volcanic mountains.

Exercises adapted to Lesson 24. — *a*. Repeat the *Oceans, Seas, Gulfs*. Mention the situation of each and point them out on the map.

b. In going round the quarter, mention through what seas, bays, and straits you would pass. Repeat this backwards and forwards, till it can be done readily. Next, mention the seas on the north, south, and west of Europe.

c. What seas wash the coasts of Sweden? of Denmark? of Russia? of Portugal? of Spain? of Italy? of Turkey? of England and Scotland?

d. Mention all the countries washed by the Atlantic, by the Mediterranean, by the Baltic, by the Adriatic, by the Bay of Biscay, by the Black Sea.

e. Where is the Atlantic, the White Sea, Skager Rack, Baltic, St. George's Channel, English Channel, Gulf of Genoa, Adriatic, Levant, Sea of Azof? &c.

Exercises adapted to Lesson 25. — *a*. Repeat the *Straits*, and point them out in the map. Mention what seas they connect, and between what countries they lie.

b. Repeat the *Lakes*, and mention in what country they are situated.

c. Repeat the *Rivers*, and mention in what country situated? Mention where they rise — their course (N. E. S. or W.), through what countries they flow, and into what sea. Mention which have a northerly course, a southerly course, &c.

d. Where are the Straits of Waigats? the Sound, Straits of Dover, Straits of Bonifacio, Straits of Messina, Straits of Constantinople? &c. What straits lie between France and England? between Corsica and Sardinia, between Italy and Sicily, between Zealand and Funen? &c.

e. Mention the lakes in Russia, in Sweden, in Switzerland.

f. Mention the rivers in England, Ireland, Scotland, France, Spain, Portugal, Germany, Italy, Turkey, Russia, Prussia, &c.

g. Mention in what country the following rivers lie, and what is their course? the Vistula, Po, Tiber, Danube, Wolga, Don, Shannon, Seine, Loire, Garonne, Elbe, Rhine, Rhone, Thames, Ebro, Tay, &c.

Lesson 26. *Miscellaneous Exercises.* — *a.* How are the Hebrides situated with respect to Scotland? the Isle of Man to England? the Lipari Isles to Naples? Sardinia to France? Corsica to Sardinia? Malta to Italy, Africa, and Spain? Minorca to Spain?

b. What countries are in the north of Europe? What countries compose the Danish dominions? What are the boundaries and capitals of the six countries in the middle? What are the boundaries and capitals of the four in the South? How many of the countries in Europe are maritime, and how many inland? Which is the most mountainous country in Europe? What part of Europe is farthest from the sea?

c. What river falls into the White Sea, and what town is situated at its mouth? What rivers run into the Baltic, and what principal towns are situated upon them? Which of the rivers that run into the Baltic has the longest course? Where does the Elbe rise, by what towns does it pass, and where does it fall into the sea? What river forms the eastern boundary of France, where does it rise, by what towns does it pass, and where does it fall into the sea?

ASIA.

Lessons 27, 28, 29.—45. *Length*, from the Dardanelles to Japan 6000 miles; *Breadth*, from the South of Malac'ca to Cape Sev'ero in Siberia, 5200 miles.

Superficial Area, 20,000,000 square miles; *Population*, 460,000,000.

47. *Boundaries.* — On the *North*, by the Northern Ocean; — *East*, by the Pacific Ocean; *South*, by the Indian Ocean; *West*, by Europe, the Black Sea, Archipel'ago, Mediterranean, Isthmus of Suez, and Red Sea.

48. *Countries.*	*Capitals.*	*Name of the Inhabitants.*
1. Asiatic Russia,	Tobolsk', Irkutsk,	
2. Chinese Empire comprises		
1. China,	Pĕkin, Nan'kin, Can'ton,	Chinese.
2. Thibet,	Lassa,	Thibetians.
3. Chinese Tartary,	Cash'gar, Chin'yang, Yar'kand,	Tartars.
3. Independent Tartary,	Bok'hara, Samarcand',	Tartars.
4. Turkey in Asia,	Smyr'na, Alep'po, Damas'cus, Bag'dad,	Asiatic Turks
5. Arabia,	Mec'ca, Medina, Moch'a,	Arabs.
6. Persia,	Teheran', Ispahan',	Persians.
7. Afghanistan,	Cabul', Can'dahar, Herat',	Afghans.
8. Hindostan (British), Hindostan (Native Powers),	Calcut'ta, Madras', Bombay', Del'hi, Benares', Gwâlior, Lâhore,	Hindoos.
9. Birman Empire, Assam and Arracan	Ava, Ummerâpoora, have been recently ceded to the English.	Birmese.
10. Siam,	Bankok,	Siamese.
11. Annam, comprising		
1. Cochin China,	Huĕ.	
2. Tonquin,	Kesho.	
3. Laos,	Mohan-laung *or* Lant-chang.	
4. Cambódia,	Saigong.	
12. Malac'ca (now belonging to England)	Malac'ca,	Malays.
13. Japan,	Jeddo,	Japanese.

Chief Islands, &c.

Lesson 30.—49. In the Indian Ocean are the Laccadive and Maldive Isles;—Ceylon, belonging to the English;—Andaman and Nicobar Isles, in the Bay of Bengal;—Penang' *or* Prince of Wales's Island, on the coast of Malacca, belonging to England;—the Sunda Isles are Sumatra (partly belonging to the Dutch), Bor'neo (independent), and Jáva, principally belonging to the Dutch;—the Moluc'cas *or* Spice Islands, on which the Dutch have several Settlements, are Celébes, Gilólo, and the adjacent Islands;—the Banda Isles;—the Manil'las *or* Phil'ippine Isles, belonging to Spain;—Hainan, Formósa, near China;—Australásian and Polynésian Isles;—Loo Choo, Japan, and the Kurile Isles;—and between Asia and America are the Aleutian *or* Fox Islands, belonging to Russia.

Lesson 31.—50. PENINSULAS.—The Peninsulas are those of Malacca, Cambódia, Coréa, and Kamtschat'ka.

51. CAPES.—Sev'ero, East Cape;—Capé Lopat'ka, south of Kamtschat'ka;—Capes Cambódia and Románia, south of the Eastern Peninsula;—Negrais, south of the Birman Empire;—Com'orin, south of Hindostan;—Ras-el-Hud, south-east of Arabia.

52. MOUNTAINS.—*Ural*, between Europe and Asia;—*Altáian*, south of Siberia;—*Teen-shan*, in Chinese Tartary;—*Kwan-lun*, between Thibet and China;—*Him'-maleh*, north of Hindostan, and the East and West *Ghauts*, east and west of Hindostan;—*Caúcasus*, between the Black and Caspian Seas;—*Taurus*, *Leb'anon*, and *A'rarat*, in Turkey in Asia;—and *Sínai* and *Hóreb*, north-west of Arabia.

Lesson 32.—53. OCEANS, SEAS, GULFS, AND STRAITS.—The *Red Sea*;—Straits of *Babelmandeb*, joining the Red Sea and Indian Ocean;—the *Arabian Sea*, south of

Arabia;—the *Persian Gulf*;—the Straits of *Ormus*, between the Arabian Sea and the Persian Gulf;—the *Bay of Bengal*, between Hindostan and the Eastern Peninsula;—the *Indian Ocean*, south of Asia;—*Palk's Channel* or *Gulf of Manaar*, between Ceylon and Hindostan; the *Straits of Malacca*, between Malacca and Sumatra;—*Straits of Sunda*, between Sumatra and Java;—the *Straits of Macassar*, between Borneo and Celébes;—the *Chinese Sea*, south of China;—the *Gulf of Siam*, south of the Eastern Peninsula;—the *Gulf of Tonquin*, on the north-east of the Eastern Peninsula;—the *Bay of Nankin*, east of China;—the *Whang-Hay* or *Yellow Sea*, north-east of China;—*Sea of Japan'*, between Chinese Tartary and Japan;—*Sea of Ochotsk'*, between Siberia and Kamtschatka;—*Sea of Kamtschatka*, on the east of Kamtschatka;—*Behring's Straits*, between Asia and America;—the *Sea of Ob'y*, on the north-west;—and the *Pacific Ocean*, between Asia and America.

Lesson 33.—54. LAKES.—*Cas'pian Sea*, on the north of Persia;—*Sea of Ar'al*, in Independent Tartary;—*Lake Baikal*, in the south of Siberia;—*Balkash* or *Palkati*, near the frontier of Western Tartary.

55. RIVERS.—The *Tígris* and *Euphrátes*, in Asiatic Turkey;—the *Oxus* or *Jihon*, and the *Jaxar'tes* (called also, *Sirr* or *Sihon*), both in Independent Tartary, and fall into Lake Aral;—the *In'dus*, *Gan'ges*, and *Brahmapoótra*, in Hindostan;—the *Irrawad'y* and the *Maykaung'* or *Cambódia*, in the Eastern Peninsula;—the *Yangtsekiang'* or *Kianku'* and the *Hoang'-hó*, in China;—the *Amur'* or *Sagálien*, in Chinese Tartary;—the *Léna*, the *Yen'isei*, and the *Ob'y*, in Siberia, fall into the Northern Ocean.

Exercises adapted to Lesson 27.—*a. Draw* the *Map* of Asia, inserting the countries and capitals.

b. Read the whole summary two or three times, particularly attending to the just pronunciation of the words.

Exercises adapted to Lesson 28. — *a.* Complete *drawing* the Map.

b. Repeat the *Length Breadth, Area, Boundaries, Countries, Capitals,* and name of the *Inhabitants* of Asia.

c. Point out the *Boundaries* of the quarter. Then, go round the *Coast* and mention all the seas and straits through which you must pass. Repeat and reverse this operation, till it can be done backwards and forwards with the greatest ease.

d. Next, point out the *Boundaries* of each *Country,* till they can be pointed out rapidly *on the map,* either from east to west, or from west to east.

Afterwards, mention the boundaries without map, or on a *Blank Map.*

Exercises adapted to Lesson 29. — *a.* Again *repeat* the *Countries, Capitals,* and name of the *Inhabitants.*

b. Point out on the map the *Latitude* and *Longitude* of Tobolsk, Pekin, Cashgar, Bokhara, Smyrna, Bagdad, Medina, Ispahan, Calcutta, Madras, Jeddo.

c. Mention the *Capitals* of Asiatic Russia, China, Thibet, Chinese Tartary, Independent Tartary, Turkey in Asia, Arabia, Persia, Afghanistan, British India, Birman Empire, Siam, Annam, Malacca, Japan.

d. Mention of what *country* the following cities are the capitals: Jeddo, Saigong, Kesho, Hué, Bankok, Ava, Gwalior, Lahore, Delhi, Cabul, Calcutta, Teheran, Mecca, Smyrna, Bokhara, Cashgar, Lassa, Pekin, Tobolsk, Irkutsk, Yarkand, Aleppo, Mocha, Nankin, Candahar, Ispahan.

Exercises adapted to Lesson 30. — *a. Repeat* the *chief islands.* Mention in what sea they lie. Show how they are situated with respect to some country. Show to what country they belong.

b. Mention the islands belonging to the *English,* to the *Dutch,* to the *Spaniards,* to the *Russians.*

c. Mention the islands in the Pacific Ocean, in the Bay of Bengal, in the Arabian Sea, in the Chinese Sea, in the Sea of Kamtschatka.

d. Where are the Andaman Isles, Sumatra, the Moluccas, the Banda Isles, Hainan, Loo Choo, Ceylon, Laccadives, the Manillas, Australasian Isles, Kurile Isles, Java, Penang?

Exercises adapted to Lesson 31. — *a.* Repeat the *Peninsulas.* Point them out on the map. Show in what way they are peninsulas. Where is Malacca, Cambodia, Corea, Kamtschatka?

b. Repeat the *Capes.* Commence at the north, and point them out in the order of their occurrence on the map. Where is Cape Severo, East Cape, Lopatka, Cambodia, Romania, Negrais, Comorin, Ras-el-hud? What Cape lies to the South of the Birman Empire, to the S.E. of Arabia, to the S. of Kamtschatka, to the N. of Siberia?

c. Repeat the *Mountains,* point them out on the map, and trace their course. Where are the Ural mountains, Altaian, Teen-shan, Kwanlun, Himmaleh, Caucasus, Taurus, Ararat, Sinai and Horeb? What mountains lie between the Black and Caspian Seas? between Thibet and China? North of Hindostan? in Turkey in Asia? North West of Arabia?

Exercises adapted to Lesson 32. — *a.* Repeat the *Oceans, Seas, Gulfs,* and *Straits.* Mention the situation of each, and point them out on the map.

b. In going round the Quarter, mention through what seas, bays, and straits, you would pass. Next, mention the seas on the North, East, South, and West of Asia.

c. What seas wash the coasts of Asiatic Russia, of China, of Hindostan, of Arabia, of Turkey, of Birmah, of Persia, of Siam?

d. Mention all the countries washed by the Red Sea, the Arabian Sea, the Persian Gulf, Bay of Bengal, the Indian Ocean, the Chinese Sea, the Sea of Japan, the Sea of Kamtschatka.

e. Where are Palk's Channel, Straits of Sunda, Straits of Macassar, Gulf of Siam, Gulf of Tonquin, Whang-Hay, Sea of Japan, Sea of Ochotsk, Behring's Straits, Sea of Oby, Pacific Ocean, Indian Ocean, Arabian Sea?

Exercises adapted to Lesson 33. — *a,* Repeat the *Lakes,* and mention in what country they are situated.

b. Repeat the *Rivers,* and mention in what country situated. Mention where they rise, their course (N. E. S. or W.), through what countries they flow, and into what sea. Mention which have a northerly course, easterly, westerly, southerly course.

c. Mention the Lakes in Independent Tartary, in Siberia, in Western Tartary.

d. Mention the Rivers in Asiatic Turkey, in Independent Tartary, in Hindostan, in the Eastern Peninsula, in China, in Siberia, in Chinese Tartary.

e. Mention in what countries the following rivers lie and what is their course, the Tigris, Euphrates, Indus, Ganges, Brahmapootra, Oxus, Yang-tse-kiang, Lena, Oby, Jaxartes, Irrawady, Maykaung, Amur.

Lesson 34. *Miscellaneous Exercises.* — *a.* Where is the island of Ceylon situated? What small islands lie in the Bay of Bengal? What island is separated from Malacca by the straits of that name? In what island is Batavia? What two islands do the Straits of Sunda separate? How do the Japanese Islands lie from China, and between what parallels of latitude are they situated? Does Borneo or Sumatra lie farther to the east?

b. What countries lie in the middle of Asia, and what are their capitals? Near what sea does Independent Tartary lie? What country lies between the Arabian Sea and Bay of Bengal? What is the name of the western coast, and what of the eastern? When it is six o'clock in the evening at Diarbekir in Turkey, what is the time at Pekin? What part of Asia lies in the Torrid Zone?

c. Describe the rise and course of the large rivers that fall into the Arctic Ocean. Mention the two large rivers in China and the direction of their course. What river runs through Cambodia into the Indian Ocean? What river runs into the Gulf of Siam? What two large rivers run into the Bay of Bengal? What large river runs into the Caspian Sea? — into the Persian Gulf?

AFRICA.

Lessons 35, 36, 37.—56. *Length*, from the Cape of Good Hope to the Coast of Tunis, is nearly 5000 miles; *Breadth*, from Cape Verde to Cape Guardafui, about 4600 miles.

57. *Superficial Area*, about 11,000,000 square miles; *Population*, about 70 millions.

58. *Boundaries.*—On the *North*, by the Mediterranean; *West*, by the Atlantic; *South*, by the Southern Ocean; and *East*, by the Isthmus of Suez, the Red Sea, and the Indian Ocean.

59. *Countries.*	*Capitals.*	*Name of the Inhabitants.*
1. Egypt,	Cáïro,	Egyptians.
2. Bar'bary States, comprehending —		
1. Bar'ca,	Der'na,	*Natives of *Barca.*
2. Trip'oli,	Trip'oli,	Tripol'itans.
3. Túnis,	Túnis,	Tunis'sians.
4. Algiers',	Algiers',	Algerines.
5. Moroc'co,	Moroc'co,	Moors.
6. Fez,	Fez,	*Natives of *Fez.*
3. Southern Bar'bary States, namely, —		
1. Dárah,	Tat'ta,	*Natives of *Darah.*
2. Tafilet,	Tafilet,	*Natives of *Tafilet.*
3. Segelmis'sa,	Segelmis'sa,	*Natives of *Segelmissa.*
4. Fez'zan,	Mourzouk,	*Natives of *Fezzan.*
4. Western Africa, comprising —		
1. Sahára, or the Great Desert.		
2. Senegam'bia, in which the principal Tribes are the *Foulahs* and *Mandingoes.*		
3. Upper Guin'ea, which contains —		
1. Sier'ra Leóne,	Freetown,	*——
2. Grain Coast,	Sanguin,	*——
3. Ivory Coast,	Lahóu,	*——

* When no proper adjective is affixed to the inhabitants of the country, they are usually designated as "the natives" of that particular place; as, the "Natives of Barca," the "Natives of Darah," "of Tafilet," &c.

Countries.	*Capitals.*	*Name of the Inhabitants.*
4. Gold Coast,	Cape Coast Castle,	*——
5. Slave Coast,	Whidah,	*——
6. Ashan'tee,	Coomas'sie,	Ashantees.
7. Dahómey,	Abómey,	Dahomians.
8. Benin',	Benin',	*——

4. Lower Guinea, which contains —

1. Loan'go,	Loan'go,	Natives of *Loan'go.*
2. Con'go,	St. Sal'vador,	*——
3. Angóla,	St. Paul de Loan'do,	*——
4. Benguéla,	St. Felipe de Benguela,	*——

5. Southern Africa, containing —

1. Country of the Boshuánas, Lat'takoo.		
2. Caffrária,	Port Natal,	Caffres.
3. Cape Colony,	Cape Town,	*——

6. Eastern Africa, containing —

1. Adel,	Zeila,	*——
2. Ajan,	———	*——
3. Zanguebar,	Mombáza, Quiloa,	*——
4. Mozambique,	Mozambique,	*——
5. Sofála,	Sofála,	*——
6. Mocaran'ga,	Man'ica,	*——
7. Núbia,	Sennáar, Dongóla,	Nubians.
8. Abyssin'ia,	Gon'dar,	Abyssin'ians.

7. Negroland, Soudan, or Nigritia, comprises the following and several minor States, —

1. Lúdamar,	Benowm,	The Inhabitants of these Countries are Negroes.
2. Timbuc'too,	Timbuc'too,	
3. Bambar'ra,	Ségo,	
4. Hous'sa,	Sack'atoo,	
5. Bornoú,	Kouka, Bornou,	
6. Darfur',	Cobbé,	

Chief Islands, &c.

Lesson 38.—60. In the Atlantic are the *Azóres* or *Western Isles*, the *Madeíras*, and *Cape Verde Islands*, all belonging to Portugal;—the *Canáries*, belonging to Spain; —*Gorée*, to the French; —in the Gulf of Guinea, are *Fernando Po*, belonging to England;—*Prince's Isle*, *St. Thomas*, and *Annabon*, principally belonging to the Portuguese;—*Ascension* and *St. Heléna*, in the Atlantic,

belonging to England. On the Eastern Coast are *Madagas'car* and the *Com'oro Isles*; — *Bourbon'*, belonging to France; — *Maurit'ius* or the *Isle of France*, belonging to England; — *Socótra*, east of Cape Guardafui.

61. ISTHMUS. — *Súez* joins Africa and Asia.

62. CAPES. — Capes *Bon* and *Spar'tel*, on the North; — Capes *Bojador*, *Blanco*, *Verde*, *Rox'o*, *Mesuráda*, *Palmas*, *Formósa*, *López*, and *Négro*, on the West; — *Cape of Good Hope*, on the South; — Capes *Delgádo* and *Guardafú* (pronounced *Gardafwée*), on the East.

Lesson 39. — 63. MOUNTAINS. — *Atlas*, in the West of Barbary; — the *Peak of Teneriffe*, in the Island of Teneriffe; — *Mountains of Kong*, in the south of Nigritia; — *Jebel Kumrah* or *Mountains of the Moon*, in Central Africa; — *Mountains of Lupáta*, west of Mozambique; — and the *Abyssinian Mountains*.

64. GULFS, BAYS, AND STRAITS. — The *Gulfs of Sídra* and *Cábes*, on the North; — *Gulf of Guin'ea*, on the West; — Bays of *Saldan'ha*, *Table*, *False*, and *Algóa*, on the South; — *Delagóa*, *Sofála*, and *Channel of Mozambique*, on the East; — *Straits of Babelmandeb* and the *Red Sea*, between Africa and Arabia.

Lesson 40. — 65. LAKES. — *Tchad*, in Nigritia; — *Dem'bea*, in Abyssinia; — *Marávi*, near the Mountains of Lupata.

66. RIVERS. — The *Nile* flows through Abyssinia, Nubia, and Egypt, into the Mediterranean; — the *Sen'egal*, *Gam'bia*, and *Rio Grande*, on the north-west of Africa, fall into the Atlantic; — the *Niger* (or *Quorra* or *Jolibá*) flows through the west of Nigritia, and falls into the Gulf of Guinea; — the *Con'go* or *Zaire*, flows through Lower Guinea; — the *Orange River*, in the south-west of Africa, flows into the Atlantic; — the *Zambézi* or *Cuámá*, flowing through Mozambique, falls into the Indian Ocean.

Exercises.

Exercises adapted to Lesson* 35.** — *a.* ***Draw **the *map* of Africa, inserting the countries and capitals.**

b. ***Read*** **the whole Summary two or three times, particularly attending to the just pronunciation of the words.**

***Exercises adapted to Lesson* 36.** — *a.* **Complete *drawing* the map.**

b. **Repeat the *Length*, *Breadth*, *Area*, *Boundaries*, *Countries*, *Capitals*, and the name of *Inhabitants* of Africa.**

c. **Point out the *Boundaries* of the Quarter. Then go round the *coast*, and mention all the seas and straits through which you must pass. Repeat and reverse this process, till it can be done backwards and forwards with the greatest ease.**

d. **Next, point out the *Boundaries* of each *Country* till they can be pointed out rapidly *on the map*, either from east to west, or from west to east.**

Afterwards, mention the boundaries without map, or on a *Blank Map*.

***Exercises adapted to Lesson* 37.** — *a.* **Again *repeat* the *countries*, *capitals*, and name of the *inhabitants*.**

b. **Point out on the map the *Latitude* and *Longitude* of Cairo, Tripoli, Tunis, Algiers, Tafilet, Freetown, Benin, Cape Town, Gondar.**

c. **Mention the *Capital* of Fez, Morocco, Algiers, Barca, Egypt, Segelmissa, Fezzan, Grain Coast, Darfur, Bornou, Houssa, Bambarra, Timbuctoo, Ludamar, Abyssinia, Nubia, Sofala, Mozambique, Zanguebar, Adel, Cape Colony, Caffraria, Benguela, Congo, Loango, Ashantee, Dahomy, Benin.**

d. **Mention of what *Countries* the following are the capitals: — Cairo, Tripoli, Morocco, Tatta, Segelmissa, Mourzouk, Freetown, Sanguin, Lahou, Cobbe, Kouka, Sackatoo, Sego, Gondar, Sennaar, Sofala, Mozambique, Mombaza, Cape Town, Port Natal, St. Felipe de Benguela, St. Salvador, Benin, Abomey, Coomassi, Whidah.**

***Exercises adapted to Lesson* 38.** — *a.* **Repeat the *chief islands*. Mention in what sea they lie. Show how they are situated with respect to some country. Show to what country they belong.**

b. **Mention the islands belonging to *England*, to *Portugal*, to *Spain*, to *France*.**

c. **Mention the islands lying in the Atlantic, in the Gulf of Guinea, in the Indian Ocean.**

d. **Where are the Cape Verde Islands, Goree, Fernando Po, Madagascar, Isle of France, Socotra, St. Helena, Annabon, Canaries?**

e. **Mention the *Isthmus*, the *Capes*. Commence at the North, and point out the Capes in the order of their occurrence on the map. Where is Cape Bon, Spartel, Bojador, Blanco, Verde, Roxo, Mesurada, Palmas, Formosa, Lopez, Negro, Good Hope, Delgado, Guardafui? What Capes lie to the north of Africa, the east, the south, the west?**

Exercises adapted to Lesson 39. — *a.* Repeat the Mountains, Gulfs, Bays, and Straits.

b. Point out the Mountains on the map, and trace their course. Point them out in a *Blank Map*. Where are the mountains of Kong, mountains of the Moon, mountains of Lupata, Peak of Teneriffe, — Atlas? Mention the mountains in Teneriffe, in Nigritia, in Barbary, in Central Africa, in Abyssinia.

c. Point out each Gulf, Bay, and Strait on the map, and then on a *Blank Map*.

d. In going round the Quarter, mention through what seas, bays, and straits you would pass. Next, mention the seas and gulfs on the North of Africa, on the East, on the South, on the West.

e. What seas or gulfs wash the coasts of Upper Guinea? Cape of Good Hope, Egypt, Abyssinia, Loango, Algiers, Mozambique, Tunis, Nubia?

f. Mention all the countries washed on the south by the Mediterranean? by the Atlantic, by the Gulf of Guinea, by the Red Sea, by the Indian Ocean? Where is the Gulf of Sidra? of Guinea, Saldanha Bay, Sofala Bay, Strait of Babelmandeb?

Exercises adapted to Lesson 40. — *a. Repeat* the Lakes and Rivers, and point them out, first on the map, and then on a *Blank Map*.

b. Mention where the *Rivers* rise; their course (N. E. S. or W.); through what countries they flow, and into what sea. Mention those which have a northerly course, an easterly, a westerly, a southerly course.

c. Mention the rivers in Egypt, Nigritia, Lower Guinea, Mozambique.

d. Mention in what countries the following rivers lie, and what is their course: — Nile, Niger, Congo, Rio Grande, Senegal, Gambia, Orange River, Zambezi.

Lesson 41. *Miscellaneous Exercises.* — *a.* Where is Madagascar? Where are St. Matthew and Ascension? Mention the islands in the Gulf of Guinea. What islands lie off the Empire of Morocco? Where are the Comoro Isles? How is the island of Bourbon situated with regard to Mauritius?

b. What countries lie on the North of Africa? in the interior, on the East, on the West, on the South? What countries lie between Barbary and Guinea? How could Africa be made an island? How is that part of Africa divided that lies contiguous to the Gulf of Guinea? What sea does the Isthmus of Suez separate? What countries does it unite? What countries, mountains, and deserts, are parallel to the Mediterranean Sea?

c. What river, running westward, has its source near that of the Nile? By what towns does it run? Through what countries does the Nile flow? Into what ocean do the Gambia and Senegal flow? Into what channel does the Cuama flow? What rivers flow to the east of Africa?

NORTH AMERICA.

Lessons 42, 43.—67. *Length*, about 4500 miles; *breadth*, from the east of Nova Scotia to the mouth of the Columbia River, nearly 3000 miles.

68. *Superficial Area*, about 8,000,000 square miles; *Population*, about 29 millions.

69. *Boundaries.* — On the *North*, by the Northern Ocean; *East*, by the Atlantic; *South*, by the Gulf of Mexico, South America, and the Pacific; and *West*, by the Pacific.

70. *Countries.*	*Capitals.*	*Names of the Inhabitants.*
1. Russian Territory.	New Archangel.	
2. British America, comprising —		
1. Hudson's Bay Territories and Labrador',	York Fort, Nain.	
2. Upper Can'ada,	*Kingston*, Toron'to,	Canadians.
3. Lower Canada,	*Quebec'*, Montreal',	
4. New Brunswick,	*Fredericton*, St. John's	New Brunswickers.
5. Nova Sco'tia,	Halifax,	Nova Scotians.
3. The United States,	Washington,	Americans.
4. Mex'ico,	Mexico,	Mexicans.
5. California,	San Francisco,	Californians.
6. Guatima'la,	Guatima'la,	Guatimalians.
7. Yucatan,	Merida,	———
8. Greenland,	———	Greenlanders.

Chief Islands, &c.

Lesson 44.—71. The *West Indian Islands*, between North and South America; — *Newfound'land*, *Cape Bret'on*, *Prince Edward*, *Bermu'das*, *Anticos'ti*, *Southamp'ton*, *Cock-*

burn, and *North Georgian Islands*, belonging to England; —*Long Island*, *Staten*, and *Nantucket*, belonging to the United States; —and the *Aleutian Islands*, to Russia.

72. PENINSULAS.—*Nova Sco'tia*, to the east of British America;—*Florida*, south-east of the United States;—*Yu'catan*, on the south-east of Mexico;—*California*, on the west of Mexico;—*Alas'ka*, on the south-west of the Russian Territory.

73. CAPES.—Cape *Fare'well*, south of Greenland;—*Chid'ley* and *Charles*, in Labrador;—*Sable*, south of Nova Scotia;—*Hatteras*, east of the United States;—*Florida* and *Tancha*, south of Florida;—*St. Lucas*, south of California;—*Prince of Wales*, near Behring's Straits;—and *Icy Cape*, north-west of America.

74. MOUNTAINS.—*Appala'chian* or *Allegha'ny* Mountains, in the United States;—*Rocky Mountains*, on the west of North America;—*Mount St. Eli'as*, and *Mount Fair'weather*, in the Russian Territory.

Lesson 45.—75. OCEANS, SEAS, GULFS, BAYS, STRAITS.—*Northern Ocean*, on the north;—*Barrow's Straits*, *Prince Regent's Inlet*, *Strait of the Fury and Hecla*, *Baffin's Bay* and *Davis's Straits*, on the north;—*Hudson's Bay* and *Hudson's Straits*, on the north-east of the British Possessions;—*James's Bay*, south of Hudson's Bay;—*Straits of Belleisle*, between Newfoundland and Labrador;—*Gulf of St. Lawrence*, west of Newfoundland;—*Bay of Fun'dy*, between Nova Scotia and New Brunswick;—*Ches'apeak Bay*, on the east of the United States;—*Gulf* or *Channel of Florida*, between the United States and the Bahama Islands;—*Gulf of Mexico*, south of the United States;—*Bay of Campeach'y*, on the east of Mexico;—*Bay of Hondu'ras*, on the coast of Guatima'la;—*Gulf of California*, west of Mexico;—*Caribbe'an Sea*, between North and South America;—*Nootka*

Sound, west of the United States;—and *Behring's Straits*, between North America and Asia.

Lesson 46.—76. *Great Bear Lake*, *Great Slave Lake*, Lakes *Athabas'ca* and *Win'nipeg*, in the British Possessions;—Lakes *Supe'rior*, *Mich'igan*, *Hu'ron*, *E'rie*, and *Onta'rio*, between British America and the United States;—*Champlain'*, in the United States;—and *Nicarag'ua*, in Guatimala.

77. RIVERS.—The *St. Law'rence*, *Coppermine*, and *Mackenzie*, in British America;—*Mississip'pi*, *Ohi'o*, *Missou'ri*, *Arkan'sas*, *Red River*, *Illinois'*, and *Columbia*, in the United States;—*Rio Bravo* or *del Norte*, and *Rio Colora'do*, in Mexico.

Exercises.

Exercises adapted to Lesson 42.—*a. Draw* the *map* of North America, inserting the countries and capitals.

b. Read the whole Summary two or three times, particularly attending to the just pronunciation of the words.

Exercises adapted to Lesson 43.—*a.* Complete *drawing* the map.

b. Repeat the *Length*, *Breadth*, *Area*, *Boundaries*, *Countries*, *Capitals*, and *Inhabitants* of N. America.

c. Point out the *Boundaries* of the Quarter. Then go round the *coast*, and mention all the seas and straits through which you must pass. Repeat and reverse this process till it can be done backwards and forwards with ease.

d. Next point out the *Boundaries* of each *Country*, till they can be pointed out rapidly on the map, either from E. to W. or from W. to E. Afterwards, mention the boundaries without map, or on a *Blank Map*.

e. Point out on the map, the *Latitude* and *Longitude* of York Fort, Kingston, Quebec, Montreal, Washington, Mexico, Guatimala.

f. Mention the *Capital* of Greenland, Yucatan. Guatimala, California, Mexico, United States, Nova Scotia, New Brunswick, Upper Canada, Lower Canada, Russian America, Hudson's Bay.

g. Mention of what *Countries* the following are the capitals:—Merida, Guatimala, San Francisco, Mexico, Washington, Halifax, Frederickton, Quebec, Kingston, York Fort, Toronto.

Exercises adapted to Lesson 44. — *a.* Repeat the *Chief Islands*, the *Peninsulas*, *Capes*, and *Mountains* of North America.

b. Point all these out on the map, and then on a *Blank Map*.

c. Mention in what sea the islands lie; how they are situated with respect to some country; and to what country they belong. Mention which islands lie in the Atlantic, in the Pacific. Mention the islands belonging to *England*, to the *United States*, to *Russia*. Where are the West Indian Islands? Anticosti, Cape Breton, Prince Edward, Cockburn, Nantucket, Newfoundland, Bermudas, Aleutian, Southampton?

d. Show in what way the *Peninsulas* are so.

e. Commence at the north, and point out the *Capes* in the order of their occurrence on the map. Where is Cape Farewell, Chidley, Charles, Sable, Hatteras, Florida, Tancha, St. Lucas, Prince of Wales, Icy Cape. What Cape lies S. of Greenland? E. of the United Sates, S. of Florida, near Behring's Straits, N.W. of America?

f. Trace the course of the *Mountains*. Where are the Alleghany mountains? Rocky mountains, Mount St. Elias, Mount Fairweather? Mention the mountains in the United States, in W. of America, in the Russian Territory.

Exercises adapted to Lesson 45. — *a.* Repeat the *Oceans*, *Seas*, *Gulfs*, *Bays*, *Straits*. — *b.* Point these out on the map, and then on a *Blank Map*.

c. In going round the Quarter, mention through what seas, gulfs, bays, and straits you would pass. Next, mention the seas, gulfs, and straits on the North of America, on the East, on the West, on the South.

d. What seas or gulfs wash the coasts of Labrador? Canada, United States, British America, Mexico, Guatimala, Yucatan?

e. Mention the countries washed by the Atlantic, the Pacific, Gulf of Mexico.

f. Where are Davis's Straits? Bay of Fundy, Barrow's Straits, Baffin's Bay, Hudson's Bay, James's Bay, Straits of Belleisle, Gulf of St. Lawrence, Bay of Fundy, Chesapeak Bay, Bay of Campeachy, of Honduras, of Nootka Sound?

Exercises adapted to Lesson 46. — *a.* Repeat the *Lakes* and *Rivers*.

b. Point out the Lakes and Rivers on the Map, and then on a *Blank Map*. Mention where the rivers rise; their course (N. E. S. or W.); through what countries they flow, and into what sea.

c. Mention the Lakes in the British Possessions, in the North of the United States, in Guatimala.

d. Mention the rivers in British America, in the United States, in Mexico, in Guatimala.

e. Mention in what countries the following rivers lie, and what is their course: — St. Lawrence, Mississippi, Ohio, Mackenzie, Arkansas, Illinois, Columbia, Rio del Norte, Rio Colorado, Missouri, Red River, Coppermine.

Lesson 47. *Miscellaneous Exercises.*—*a.* Where are the West Indian islands situated? What islands lie to the East of N. America? to the West, to the North? What is the name of the south-west Cape of Greenland?

b. Between what oceans does America lie? Name the chief cities in the British Possessions—in the United States. When, and by whom was America discovered? What country is to the east of Baffin's Bay? What countries are to the east and south of Hudson's Bay? What countries belonging to Britain are to the south-east of the river St. Lawrence? What is the peninsula called which projects from the southern United States into the Gulf of Mexico?

c. What bays lie to the north of North America? Where is the Gulf of California? Of what river is the Ohio a branch? What are the names of the lakes which form one large inland sea to the south of Canada? Which is the largest river in North America? Describe its rise and course, and where it falls into the sea. Where does the Mississippi empty itself? What rivers are to the west of North America?

SOUTH AMERICA.

Lessons 48, 49.—78. *Length*, about 4660 miles; *Breadth*, about 3160 miles.

79. *Superficial Area*, about 7,000,000 square miles. *Population*, about 14½ millions.

80. *Boundaries.*—On the *North*, by the Isthmus of Panama, and the Caribbe'an Sea; *East*, by the Atlantic; *South*, by the Southern Ocean; and *West*, by the Pacific Ocean.

81.

Countries.	*Capitals.*	*Name of the Inhabitants.*
1. Colom'bia, which is divided into		
1. New Granada,	*St. Fé de Bogo'ta*,* Popayan, Carthagena,	Colombians.
2. Venezuela,	Carac'cas, Maraca'ibo, Cuma'na,	Colombians.
3. Equadór *or* Quito,	*Quito*, Guayaquil, Cuen'ça,	Colombians.
2. Guiana, which is divided into		
1. British Guia'na,	George Town.	
2. Dutch ditto,	Paramar'ibo.	
3. French ditto,	Cayen'ne.	
3. Brazil',	*Rio Janeiro*, Bahia *or* St. Salvador, Pernambuc'o, Maranham, Para.	Brazilians.
4. Peru',	*Lim'a*, Callao, Cuzco, Truxillo,	Peruvians.
5. Boli'via *or* Upper Peru,	*LaPlata*, LaPaz, Poto'si,	Bolivians.
6. Para'guay,	Assumption,	Paraguans.
7. La Pla'ta,	Buenos Ayres,	
8. Banda Oriental,	Mon'te Vid'eo.	
9. Chili',	*Santiago*, Valparaiso,	Chilians.
10. Patago'nia,	Port Desire,	Patagonians.

* The city first given is the *capital*.

Lesson 50.—82. CHIEF ISLANDS.—*Margarit'a*, on the north;—*Falk'land Isles*, on the south-east;—*Terra del Fue'go*, on the south;—*Chiloe* and *Juan Fernandez*, on the west of Chili;—*Galapa'gos*, on the west of Colombia.

83. ISTHMUS.—*Pana'ma* or *Da'rien*, joining North and South America.

84. CAPES.—Capes *St. Roque* and *Frio*, on the coast of Brazil;—*Antonio*, east of La Plata;—*Horn*, on the south of Terra del Fuego;—*Blanco*, north-west of Peru.

85. MOUNTAINS.—*Andes* or *Cordil'leras*, on the west of South America;—*Parime'* Mountains between Colombia and Guiana;—*Mountains of Brazil.*

Lesson 51.—86. GULFS, BAYS, STRAITS.—Gulfs of *Dárien* and *Maracai'bo*, on the coast of Colombia;—*All Saints' Bay*, in Brazil;—*Straits of Magel'lan*, between Patagonia and Terra del Fuego;—*Straits of Le Maire*, between Terra del Fuego and Staten Island;—*Gulf of Guayaquil*, and *Bay of Pana'ma*, on the west of Colombia.

87. LAKES.—*Maracai'bo*, in Colombia;—*Titica'ca*, in Bolivia.

88. RIVERS.—The *Magdale'na* and *Orino'co*, in Colombia;—*Essequi'bo*, in Guiana;—the *Am'azon* or *Mar'anon*, *Madei'ra*, and *Francis'co*, in Brazil;—the *La Plata*, with its branches, *Para'guay*, *Para'na*, *Rio Grande*, *Uru'guay*, in La Plata;—*Colora'do*, also in La Plata.

Exercises.

Exercises adapted to Lesson 48.—*a. Draw* the *Map* of South America, inserting the Countries and Capitals.

b. Read the whole Summary two or three times, particularly attending to the just pronunciation of the words.

Exercises adapted to Lesson 49.—*a.* Complete *drawing* the map.

b. Repeat the *Length*, *Breadth*, *Superficial Area*, *Boundaries*, *Countries*, *Capitals*, and *Inhabitants* of S. America.

c. Point out the *Boundaries* of the quarter. Then go round the *Coast*, and mention all the seas and straits through which you must pass. Repeat and reverse this process till it can be done backwards and forwards with ease.

d. Next point out the *Boundaries* of each *Country*, till they can be pointed out rapidly on the map, either from E. to W. or from W. to E. Afterwards mention the Boundaries without map, or on a *Blank Map*.

e. Point out on the map, the *Latitude* and *Longitude* of Bogota, Caraccas, Maracaibo, Quito, George Town, Paramaribo, Rio Janeiro, Lima, Buenos Ayres, Santiago.

f. Mention the *Capital* of New Granada, Venezuela, Equador, British Guiana, Dutch Guiana, French Guiana, Brazil, Peru, Bolivia, Paraguay, La Plata, Banda Oriental, Chili, Patagonia.

g. Mention of what *Countries* the following are the capitals — Quito, George Town, Paramaribo, Bogota, Caraccas, Cayenne, Santiago, Monte Video, Buenos Ayres, Assumption, La Plata, Lima, Rio Janeiro, Guayaquil, Cumana, Popayan, Bahia, Callao, Potosi, Valparaiso.

Exercises adapted to Lesson 50. — *a.* Repeat the *Chief Islands, Isthmus, Capes, Mountains* of South America.

b. Point all these out on the map; and then on a *Blank Map*.

c. Mention in what sea the islands lie, and to what country they belong. Mention which islands lie in the Atlantic, which in the Pacific. Which islands belong to Colombia? to Chili? to England? Where are Juan Fernandez? Margarita, Terra del Fuego, Falkland Islands, Chiloe, Galapagos?

d. Point out the Isthmus of Darien.

e. Commence at the North and point out the *Capes* in the order of their occurrence on the map. Where is Cape St. Roque? Frio, Antonio, Horn, Blanco? What capes lie on the east of Brazil? on the south of Terra del Fuego, on the west of Peru, on the east of La Plata?

f. Trace the course of the *Mountains*. Where are the Andes? the Parime Mountains? What mountains stretch from North to South America?

Exercises adapted to Lesson 51. — *a.* Repeat the *Gulfs, Bays, Straits, Lakes* and *Rivers* of South America. — *b.* Point these out on the map, and then on a *Blank Map*.

c. In going round the Quarter, mention through what seas, gulfs, bays, or straits you would pass. What seas or gulfs are to the north of South America? to the east, to the south, to the west? What seas or gulfs wash the coast of Brazil? of Chili, of Peru, of Colombia, of Patagonia, of Guiana, of La Plata, of Bolivia? Where is the gulf of Darien? of Maracaibo, All Saints' Bay, Straits of Magellan, of Le Maire, Gulf of Guayaquil, Bay of Panama?

d. Mention where the rivers rise, their course (N. E. S. or W.), through what countries they flow, and into what sea.

e. Mention the rivers in Colombia, in Peru, in Brazil, in La Plata, in Chili, in Bolivia, in Guiana, in Patagonia.

f. Mention in what countries the following rivers lie, and what is their course: — Magdalena, Orinoco, Essequibo, Amazon, Madeira, Francisco, La Plata, Paraguay, Parana, Rio Grande, Uruguay, Colorado.

Lesson 52. *Miscellaneous Exercises.* — *a.* Name the islands in the N. of S. America. Where are Terra del Fuego and Juan Fernandez? Where are the Gallipago Isles? Which is larger, Juan Fernandes or Chiloe?

b. What countries in S. America lie to the North of the Equator? What countries lie on the western coast, and what are the chief towns? What countries are in the south of S. America? What country approaches the nearest to Africa?

c. Into what ocean does the Amazon flow? the Orinoco? Which is the largest river in S. America? On what river is Buenos Ayres? On what river is Assumption? What rivers run into the Pacific?

THE WEST INDIA ISLANDS.

Lessons 53, 54.—89. The West India Islands are situated at the entrance of the Gulf of Mexico, between North and South America. They contain about 72,500 square miles, and a population of about 3,000,000, of whom 630,000 are whites, 470,000 creoles and other mixed races, and the rest negroes.

The following Table exhibits the names, areas, population, and chief towns of the principal islands, with the governing powers to which they belong.

Islands.	Sq. Miles.	Pop.	Capitals.
British.			
Anegáda	50	250	
Anguil'la	90	3,000	Anguil'la.
Antígua	108	35,412	John's Town.
Bahámas (the group)	4440	18,580	Nassau.
Barbádoes	164	102,920	Bridgetown.
Barbúda	72	400	
Crab	40		
Cayman	60		
Culebra	12		
Domin'ica	275	18,830	Roseau.
Gren'ada, &c.	150	27,000	St. George.
Jamáica	5520	348,844	Spanish Town, Kingston.
Montser'rat	47	7,660	Plym'outh.
Nevis	20	11,422	Charlestown.
Roatan	28		
St. Kitts	68	25,272	Basseterre.
St. Lucia	275	18,150	Castries.
St. Vincent	121	27,120	Kingstown.

Islands.	Sq. Miles.	Pop.	Capitals.
Tobágo - -	120	14,900	Scarborough.
Tortóla - -	20	6,960	Tortóla.
Trin'idad - -	1970	45,280	Port of Spain.
Virgin Gorda -	15		
Spanish.			
Cúba - - -	43,380	704,487	Havan'nah.
Por'to Rico, or Puer'to Rico.	3,865	59,086	San Juan.
French.			
Deséáda - -	16		
Guadeloup'e - -	534	127,600	Basseterre.
Mariegalanté -	60		
Les Saintes - -	5		
Martiníque - -	290	116,030	Fort Royal.
St. Martin, N. Part	15	3,600	
Dutch.			
Curaçóa - -	375	12,000	Williamstadt.
St. Eustátius - -	10	13,500	St. Eustátius.
Sába - - -	20	4,500	
St. Martin, S. Part	10	3,300	
Danish.			
Santa Cruz - -	80	34,000	Chris'tianstadt.
St. John - -	70	3,000	
St. Thomas - -	50	7,000	St. Thomas.
Swedish.			
St. Bartholomew -	25	15,000	Gustávia.
Independent.			
Haiti, or St. Domin'go	29,400	600,000	Port au Prince, St. Domin'go.

The preceding islands are frequently divided into six principal groups; namely,—1. The *Bahamas*, including Babama, New Providence, St. Salvador.

2. The *Great Antilles*, including Cuba, Jamaica, Haiti, Porto Rico.

3. The *Little Antilles*, comprising Curaçoa, Bonaire, Oruba.

4. The *Virgin Isles*, comprising St. Cruz, St. Thomas, St. John, Tortola, Virgin Gorda, Anegada.

5. The *Leeward* Islands, comprising Anguilla, St. Kitt's, Barbuda, Antigua, Montserrat, Nevis, Dominica, St. Martin, Saba, St. Eustatius, St. Bartholomew, Guadeloupe, Deseada, Mariegalante.

6. The *Windward* Islands, including St. Lucia, St. Vincent, Grenada, Barbadoes, Tobago, Trinidad, Martinique.

The principal Mountains in these Islands are the *Blue Mountains* in Jamaica;—*Copper Mountains* in Cuba;—Volcano of *Morne Garon* in St. Vincent.

Exercises.

Exercises adapted to Lesson 53.—*a. Draw* the *Map* of the West India Islands.

b. Repeat the *Islands* belonging to England and the *Capitals*.

c. Point these out on the map, and then on a *Blank Map*.

d. Where are the West India islands situated? What is their area? their population?

Exercises adapted to Lesson 54.—*a.* Repeat the Spanish Islands, the French, the Dutch, the Danish, the Swedish, Independent.

b. To whom does Santa Cruz belong? St. Bartholomew, Saba, Guadeloupe, St. Martin (north part), Haiti, Barbadoes, Dominica, Jamaica, St. Thomas, Deseada, Cuba, Antigua, Tobago, Martinique, Bahamas?

c. Mention the *Mountains*.

AUSTRALASIA.

Lesson 55.—90. AUSTRALASIA is a term applied to several large Islands occupying the western parts of the Pacific, and extending southward from eastern Asia. The principal are the following.

1. *Australia* or New Holland, belonging to England (which is about 2400 miles from E. to W. and 1700 from N. to S.), is thus divided,

Divisions.	*Capitals.*
1. New South Wales *or* Eastern Australia,	SYDNEY, Paramat'ta.
2. Western Australia, comprising Swan River & King George's Sound,	Perth, Freemantle.
3. South Australia,	Adelaide.
4. North Australia,	Victoria.

2. Van Diemen's Land, called also, *Tasmánia*, 210 miles by 150, belongs to England, HOBART TOWN, Launceston.
3. New Zealand, consisting of two large Islands and one small one, has been lately colonised by England, and *Auckland* made the seat of Government. Area, about 86,000 sq. miles.
4. Papua *or* New Guinea, above 1000 miles long by 500 broad.
5. New Britain, New Ireland, and the Solomon Isles.
6. New Caledonia.
7. New Hebrides.

POLYNESIA.

Lesson 56.—91. POLYNESIA, *or* "The Many Isles," is the name appropriated to numerous groups of Islands

with which the Pacific Ocean is studded. The principal are—

1. The Society Islands, the principal of which is Otaheite *or* Tahiti.
2. The Friendly Islands, the Feejee Islands, and the Navigators' Islands.
3. The Marquésas.
4. The Sandwich Islands, the principal of which is Owyhee.
5. The Carolines, the principal of which are Hogolen and Yap.
6. The Pelew Islands.
7. The Ladrone *or* Marianne Islands, the principal of which are Guam and Tiniam.

Exercises.

Adapted to Lesson 55.—*a. Draw* the map of *Australasia.*

b. Repeat the summary: point out all the islands on the map, and then on a *Blank Map.*

c. Mention the *Capital* of New South Wales, of Western Australia, of South Australia, of North Australia, of Tasmania, of New Zealand. What are the length and breadth of Australia? of Tasmania, Papua? What is the area of New Zealand? Which islands lie in the North? in the South, in the East, in the West?

Lesson 56. *Exercises on Polynesia.*—*a.* Draw the map of Polynesia.

b. Repeat the summary: point out the islands on the map, and then on a *Blank Map.* Mention which islands lie on the North, East, South, West.